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ABSTRACT

The major purposes of this study were (1) to determine the congruence between perceived actual and desired frequency and extent of participation by teachers in the decision-making process; (2) to relate decision participation to teachers' job satisfaction; (3) to relate selected personal and situational variables to decisional participation; and (4) to identify teachers' perceptions of who is and who should be involved in making selected educational decisions. The conceptual foundations for the study were social systems theory, decision theory, and the literature pertaining to individually guided education and job satisfaction. Data were collected on site in ten middle and junior high schools located in seven different states, and included 242 teacher respondents. The instrumentation consisted of a personal data questionnaire, the Decision Participation Analysis questionnaire, and the Job Satisfaction Survey . Among the major conclusions were that teachers want collegial decision-making groups at both technical and managerial levels to have more say in the decision-making process and that teachers differentiate decisional issues as either technical or managerial according to their relevance to each functional level within a school. (Author/MLF)

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Technical Report No. 521

DECISION PARTICIPATION AND STAFF SATISFACTION IN MIDDLE AND JUNIOR HIGH SCHOOLS THAT INDIVIDUALIZE INSTRUCTION

by

Noel Eric Speed

Report from the Project on
Studies of Administration and Organization for Instruction

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Wisconsin Research and Development Center
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The University of Wisconsin
Madison, Wisconsin

August 1979

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- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

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ACKNOWLEDGMENTS

"Happiness is found along the way, not at the end of the road."

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To Dr. William J. Davis (deceased), for his friendship and guidance. "Bill" was an outstanding teacher and a magnificant human being, and those of us who had the good fortune to have known him realize what a great loss he was to the academic community and to his many friends.

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Abstract

DECISION PARTICIPATION AND STAFF SATISFACTION IN MIDDLE AND JUNIOR HIGH SCHOOLS THAT INDIVIDUALIZE INSTRUCTION

Noel Eric Speed

Under the Supervision of Professor James M. Lipham

The major purposes of this study were: (1) to determine the congruence between perceived actual and desired frequency and extent of participation by teachers in the decision-making process; (2) to relate decision participation to teachers' job satisfaction; (3) to relate selected personal and situational variables to decisional participation; and (4) to identify teachers' perceptions of who is and who should be involved in making selected educational decisions. The conceptual foundations for the study were social systems theory, decision theory, and the literature pertaining to individually guided education and job satisfaction.

Data were collected on site in ten middle and junior high schools located in seven different states, and included 242 teacher respondents. The instrumentation consisted of three parts: (1) a personal data questionnaire; (2) the Decision Participation Analysis questionnaire, and (3) the Job Satisfaction Survey.

The major hypotheses of the study, stated in the null form, were as follows:

1. The mean scores attained on job satisfaction will not differ for each of the decisional conditions of deprivation, equilibrium, or saturation in each decisional domain for either frequency or extent of involvement.
2. In both technical and managerial domains, actual frequency and actual extent of participation in combination will explain no more of the variance in job satisfaction than will either measure taken singly.
3. In both technical and managerial domains, discrepancy measures of participation will explain no more of the variance in job satisfaction than will actual frequency and/or extent of participation taken singly or in combination.

The following ancillary hypotheses were also examined:

1. There will be no significant relationship between selected situational and personal characteristics of secondary teachers and their decisional condition in each decisional domain.
2. There will be no significant difference between actual and desired involvement of school personnel in each of the decisional issues.

The statistical techniques used to test the hypotheses included factor analysis, analysis of variance, and multiple regression. The probability level for all tests of significance was established at .05.

The major conclusions were:

1. For both decisional domains and dimensions the level of job satisfaction is directly proportional to the decisional condition of teachers.
2. Measuring actual involvement as including frequency and extent explains little more of the variance in job satisfaction than does a measure of extent of involvement.
3. Discrepancy measures between actual and desired decisional involvement explain significantly more of the variance in job satisfaction than do measures of actual involvement.
4. Most of the situational and personal variables examined do not have any significant relationship with the decisional condition of teachers.
5. Teachers want collegial decision-making groups at both technical and managerial levels to have more say in the decision-making process.
6. Teachers differentiate decisional issues as either technical or managerial according to their relevance to each functional level within a school.

7. Teachers exhibit greater decisional deprivation in regard to managerial than they do in regard to technical level decisional issues.

8. Job satisfaction is generally high in regard to most facets of a teacher's professional occupation.

Based upon the findings, several implications for practice, theory, and further research were delineated.

APPROVED:

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CHAPTER I

INTRODUCTION TO THE STUDY

Several studies (e.g., Brown, 1973; Gibbons, 1976; Van Til, 1976; Klausmeier, 1977) recently have drawn attention to the failure of secondary schools to meet the needs of all students, and have incorporated in their proposals for reform certain recommendations for restructuring school organization. In particular, the authors of these studies have recommended the adoption of decision-making processes different from those processes which are utilized by many secondary schools.

Recurrent themes, which appear to be common to many of the critiques of current educational practice, are that schools should be organized to facilitate goal achievement and that the organization should allow for the participation of those legitimately concerned with and affected by the educational process. This point of view derives support from the human relations school of thought which Haas and Drabek (1973) interpreted as emphasizing that an effective organization must be a set of interlocking functional groups, linked together in a communication network, with communication and influence flowing up as well as down through the hierarchy of authority. This kind of participative system is one which enhances motivation and effectiveness through developing supportive relationships, group loyalty, high goals, cooperation, open communication, a sense of confidence and trust among organizational members, participation by various groups in the decision-making process, and shared responsibility for maintaining an effective organization.

The advocates of the participative approach to administration and organization perceive the need to restructure schools so that school policies and practices are based upon a communications system that allows students, teachers, and parents to share in the decision-making process.

Background of the Study

The Wisconsin Research and Development Center for Individualized Schooling (R & D Center) has recognized the centrality of shared decision making to any reform movement which is designed to create a school environment capable of meeting the needs, interests, and career goals of each student. Consequently, personnel at the Center have developed a prototypic model which secondary schools may adopt or modify in their endeavors to create an optimum educational environment (Klausmeier, 1977).

Prior to 1977, the R & D Center was concerned primarily with individualized schooling at the elementary level, and as a result over 2,000 elementary schools throughout the United States adopted Individually Guided Education (IGE) as an alternative form of education.

In 1977, Klausmeier proposed a set of process objectives which were refined and incorporated into a prototypic model for individualized secondary schooling. This stimulated a number of research studies at the secondary school level to be undertaken to investigate the desirability and feasibility of implementing the IGE/Secondary objectives (Klausmeier, T., 1978; Maier, 1978), the role of facilitative environments (Daresh, 1978), the process of planned change (Neiner, 1978), and the decision-making processes utilized in secondary schools that individualize instruction (Watkins, 1978). Of particular relevance to this study was the research finding by Watkins that the decision-making structures and processes utilized within a school significantly contribute to the successful implementation of individualized schooling. He also suggested needed areas of further research--particularly the need to identify and describe the elements of participation in decision making in relation to various personal and situational variables.

Statement of the Problem

This research study recognized the importance of Watkins' suggestion by examining the relationship between decisional participation and teacher job satisfaction. It gathered by means of a questionnaire survey, specific data in regard to the actual and desired frequency and extent of involvement in the decision-making process by secondary teachers in relation to a number of important decisional issues.

The study was designed to (1) determine the congruence between perceived actual and desired frequency and extent of participation by teachers in the decision-making process; (2) relate decision participation to teachers' job satisfaction; (3) relate selected personal and situational variables to decisional participation; and (4) identify teachers' perceptions of who is and who should be involved in making selected educational decisions.

Review of the Literature

Theoretical constructs and prior research findings, described in the following review of the literature, suggested the hypotheses of the study and provided the conceptual framework for the development of the "Decision Participation Analysis" questionnaire. The relevant literature dealt with Individually Guided Education (IGE), social systems theory, decision theory, and job satisfaction.

IGE Literature*

Individually guided education (IGE) was developed to provide "a comprehensive system of education and instruction designed to produce higher educational achievements through providing well for differences among students in rate of learning, learning styles and other characteristics" (Klausmeier et al., 1971, p. 17). To achieve this purpose in elementary schools, a model consisting of seven interrelated components was utilized, and this has been expanded by Klausmeier (1979) into a prototypic model for individualized schooling at the secondary level. Permeating the ten components of this model is a strong emphasis on the need for shared decision making at all levels.

The multiunit organization of IGE/Elementary was developed to "foster participation in decision making and the assumption of responsibility for implementing decisions and evaluating educational outcomes" (Lipham, Klausmeier, & Walter, 1977, p. 25). It is operative at three interrelated hierarchical levels: the Instruction and Research Unit at the learning-teaching level, the Instructional

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*Portions of this section are drawn from: Lipham, J. M., & Speed, N. E., Decision making in IGE schools, in J. M. Lipham & J. C. Daresh (Eds.), Administrative and staff relationships in education: Research and practice in IGE schools, Madison: Wisconsin Research and Development Center for Individualized Schooling, 1979, pp. 108-129; and from Watkins, A. N., Decision-making processes in senior high schools that individualize instruction, Technical Report No. 460, Wisconsin Research and Development Center for Individualized Schooling, 1978.

Improvement Committee at the school building level, and the Systemwide Program Committee at the district level. This multiunit structure altered considerably the traditional decision-making roles of the principal and other school personnel in that traditional decision-making responsibilities were shared and new responsibilities were added. Professional rather than positional role relationships were emphasized in order to foster emergent creative leadership behavior on the part of all personnel in the school.

The administrative arrangements for IGE/Secondary were proposed in accordance with the principles which gave direction to the multiunit organization of IGE/Elementary. It was recognized, however, that differences in structure would occur as a consequence of school size, the particular programs of individualized schooling, and traditional high school administrative arrangements, such as subject departments.

Research in IGE elementary schools has shown that the multiunit structure is effective in changing the school from a static, mechanistic institution to an organic, dynamic organization (Lipham, 1976). Pellegrin (1969), in an early comparative study involving IGE and non-IGE elementary schools found that the general pattern in the traditional schools was for the individual teacher to make decisions, either in consultation with, or within certain limits prescribed by the principal. Few teachers saw themselves as involved in group decision making of any kind with regard to important instructional decisions, and most perceived the principal as the central authority figure, being the only person whose activities extended beyond the individual classroom. By contrast, the IGE schools exhibited a pattern of decision making which was quite different from that of the traditional schools, with substantial numbers of teachers being involved in a group decision-making process. There was also a notable shift away from a reliance on the principal for advice and assistance to a situation in which colleagues served such a function. In general, decision making had moved from the level of the individual classroom to unit level, with decisions being made by the unit leader and teachers in a collaborative manner. The role of the principal had also changed in regard to the instructional program to that of a facilitator rather than a director.

Holmquist's (1976) case study of three IGE elementary schools provided supporting evidence for Pellegrin's generalizations. He found that principals for the most part had decentralized their decisional responsibilities to the IIC and the I & R Units, but that some decisions were centralized from the classrooms to the I & R Units.

Herrick (1974), in a comparative study of IGE and non-IGE elementary schools found a significant difference in regard to teacher motivation, with teachers in IGE schools generally exhibiting higher levels of motivation.

Walter (1973), in a study involving both IGE and non-IGE schools, found that the creation of two collegial decision-making groups, the IIC and the I & R Units, encouraged a high degree of teacher involvement and made the teaching staff adaptive in responding to the needs of the students.

A study by Feldman (1977) of 41 I & R Units clearly identified a strong relationship between teacher participation in decision making and teacher job satisfaction. Satisfaction is a very important organizational outcome which is logically related to student affective and cognitive development. However, Feldman also pointed out that although the multiunit structure should and does permit a wide range of opportunities for involvement in decision making, not all staff members desired the same degree of involvement, and some may even be satisfied to let others make decisions for them. Although this may sometimes be true, Wright (1976) found that many teachers desired greater involvement, particularly in the decision-making process at schoolwide and district levels.

Moyle (1977), in a study which focused on the IIC, found that although there was considerable teacher satisfaction with the manner in which decisions were made in the IIC, many teachers reported that a lack of frankness and a reluctance to speak out on vital issues by some members adversely affected decision making. He also found that principals were perceived by some teachers as either making too many decisions or influencing decision making too strongly, even though teachers agreed that, in some matters, decision making was the principal's prerogative. In order to counteract this perception Moyle stressed the need for members of the IIC to be fully informed as to which decisions are to be made, unilaterally by the principal, unilaterally by the principal after discussion in the IIC, or by the IIC members as a group.

Moyle perceived the IIC as a potentially powerful mechanism for shared decision making and one which fulfilled important functions for the school, such as establishing educational objectives, coordinating the use of facilities, stimulating staff development, and fostering school-community relationships.

Kawleski (1977), in a study of I & R Units in elementary schools, found that although unit teachers had a strong sense of belongingness and felt that they derived much benefit from membership of a unit, the decision making procedures used were inefficient if the process was not guided by systematic methods to lessen confusion and frustration. She also found that as tasks became more complex they appeared to be beyond the control of the unit teacher. In order to overcome some of these problems Kawleski suggested that issues should be clear and that different decision-making strategies should be employed as alternatives to the total interaction pattern which tended to be very time consuming. She also suggested the adoption of a more systematic approach in providing necessary information and acquainting unit members with I & R Unit procedures in order to refine decision making and to improve effectiveness. Both Moyle and Kawleski emphasized the need for adequate and clearly defined role descriptions for members of the IIC and I & R Units, respectively.

In general, research at the elementary level clearly indicated the benefits to be derived from a multiunit organization which recognizes and incorporates shared decision making as a fundamental strategy for school operational procedures.

Regarding IGE/Secondary, research in respect to participative decision making has barely begun. Watkins (1978), in a study involving six senior high schools, reiterated many of the findings of the IGE/Elementary studies, concluding that the participative approach to decision making was a pervasive and significant factor in contributing to the successful implementation of individualized schooling. However, of particular relevance to this study was his conclusion that a high level of participation in the decision-making process contributes highly to staff satisfaction. This conclusion is quite compatible with educational theory which perceives the school as a dynamic social system.

Social Systems Theory

Parsons (1951) developed the general theoretical framework for the study of social systems, and this theory was applied to educational organizations by Getzels, Lipham, and Campbell (1968). The theory provides a useful analytical framework within which to examine decision making in that it depicts social behavior as a function of the social system in which the individual operates.

The school as a social system has two basic dimensions, the normative (institutional) and the idiographic (personal). The model employed as an explanatory paradigm is shown in Figure 1.1. The normative dimension represents the institution as defined by the roles within that institution and the role expectations prescribed for each of the roles. The idiographic dimension represents the individuals who work within the institution and who have unique personality characteristics and need-dispositions. The model can be used to explain the social behavior occurring within the social system, in terms of the relationship between the role expectations of the institution and the personality dispositions of the individuals involved in the social environment. It is important to note that although the dimensions are perceived as independent, they are at the same time highly interactive (Getzels, Lipham, & Campbell, 1968).

The relevance of the theory to this study lies in its implication that decision making is likely to be more effective and job satisfaction higher if there is a measure of congruence between role expectations and personal need-dispositions of the staff within the school. The dynamic nature of this relationship has important implications for the school administrator who must try to establish administrative and organizational procedures which are not only

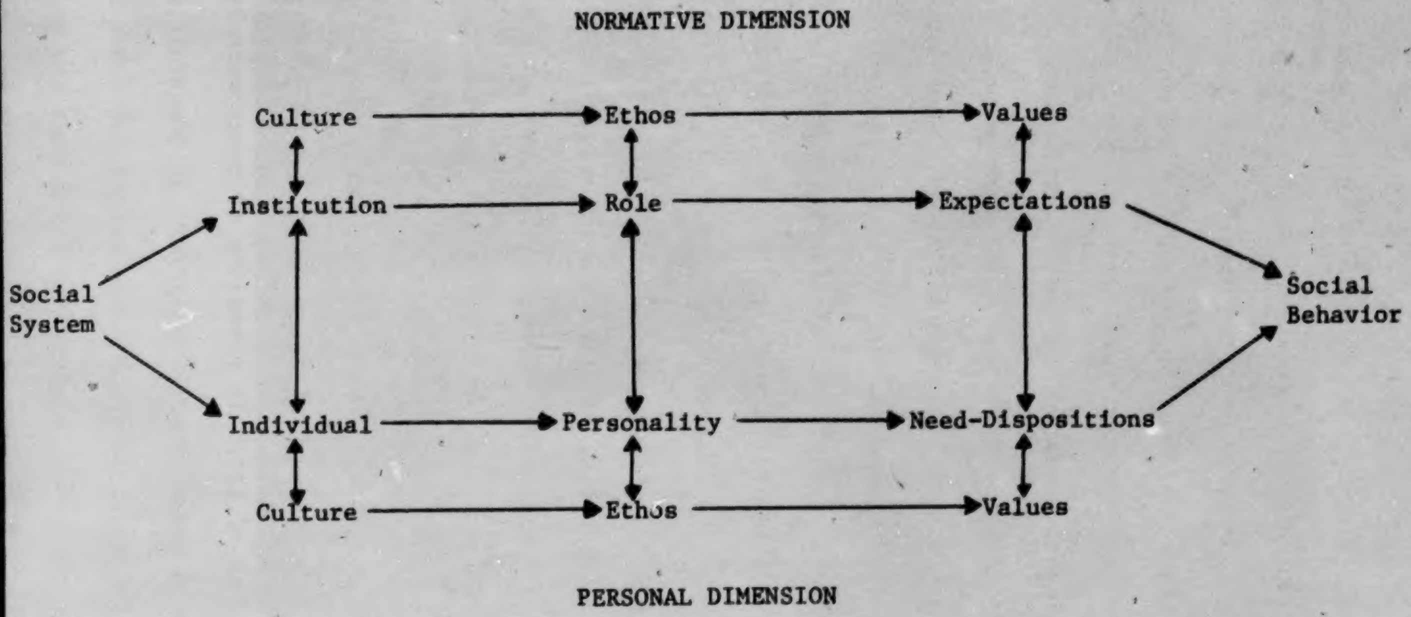
NORMATIVE DIMENSION
Culture
Ethos
Values
Institution
Role
Expectations
Social System
Social Behavior
Individual
Personality
Need-Dispositions
Culture
Ethos
Values
PERSONAL DIMENSION

Figure 1.1. General Model of the Major Dimensions of Behavior in a Social System.

Based on: Getzels, J. W., Lipham, J. M., & Campbell, R. F. Educational administration as a social process. New York: Harper and Row, 1968, p. 105.

designed to enhance goal attainment but also group maintenance through the satisfaction of personal needs.

Social systems theory also alerts one to the fact that since individuals live and act in response to the world as they see it, their perceptions of reality, whether accurate or not, will have an important impact upon their behavior. An individual's values, intelligence, creativity, need-dispositions, abilities, biological state, training and past experiences, influence greatly the ways in which one cognizes, structures, and perceives the environment in general and the organization in particular.

Decision Theory*

Decision making is a complex phenomenon involving an intricate relationship of situational, organizational, and personal variables, thus making it difficult to develop a concise explanatory model. Even so, most theorists recognize the importance of decision making to the functioning of an organization and many have attempted to delineate its significant elements.

Reitz (1977) suggested that although management is sometimes called the art and/or science of decision making, such a definition

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*Portions of this section are drawn from:
Lipham, J. M., & Speed, N. E., Decision making in IGE schools, in J. M. Lipham & J. C. Daresh (Eds.), Administrative and staff relationships in education: Research and practice in IGE schools, Madison: Wisconsin Research and Development Center for Individualized Schooling, 1979, pp. 108-129.

is too narrow in that it tends to ignore other essential elements of decision making which he saw as involving the decision maker, the problem, the environment, the decision process and the decision itself. His discussion of each of these elements addressed many of the issues of concern to a number of organization theorists and he blended them together in a comprehensive analysis of the decision-making process which he claimed is frequently confused by a lack of differentiation between normative and descriptive explanatory models. Whereas a normative model prescribes the way in which decisions should be made, a descriptive model attempts to describe the way in which decisions are actually made. Reitz, as did Vroom and Yetton (1973), proposed both normative and descriptive models in an attempt to address both the ideal and real situations applicable to organizations. March and Simon (1970) also made the distinction clear in their discussion of decision making as a rational process.

The literature abounds with explanatory models of decision making, many of which would form a useful base from which to focus upon participative decision making--the central concern of this study. It is with this in mind that a broadly normative perspective has been adopted in order to provide the base for the descriptive analyses of shared decision making and its potential impact upon organizational functioning.

The rational process perspective is perhaps the most frequently adopted approach to the development of a normative theory of decision making, and this is illustrated by Lipham (1974) who defined decision making as "a process wherein an awareness of a problematic state of a system, influenced by information and values, is reduced to competing alternatives, among which a choice is made, based upon estimated outcome states of the system" (Lipham & Hoeh, 1974, p. 155). This definition formed the basis of a comprehensive model of rational decision making as shown in Figure 1.2. Lipham (1979) postulated that the decision-making process has three basic dimensions: content ("what" the decision is about); stages ("how" the decision is made); and involvement ("who" participates in making the decision).

In regard to decision content, the major functions within a school may be broadly categorized as ones which deal with curriculum and instruction, staff personnel, student personnel, finance and business management, school plant services or home-school-community relations. Many specific decisional issues in a school fall into one of these categories but some issues undoubtedly span several or all of these functional areas.

In discussing decision content, Lipham also made the point that decisions may also vary in their scope and that this will vary according to the various levels within an organization. In a school, for example, some decisions are more relevant at the teaching-learning level than they are at the schoolwide level.

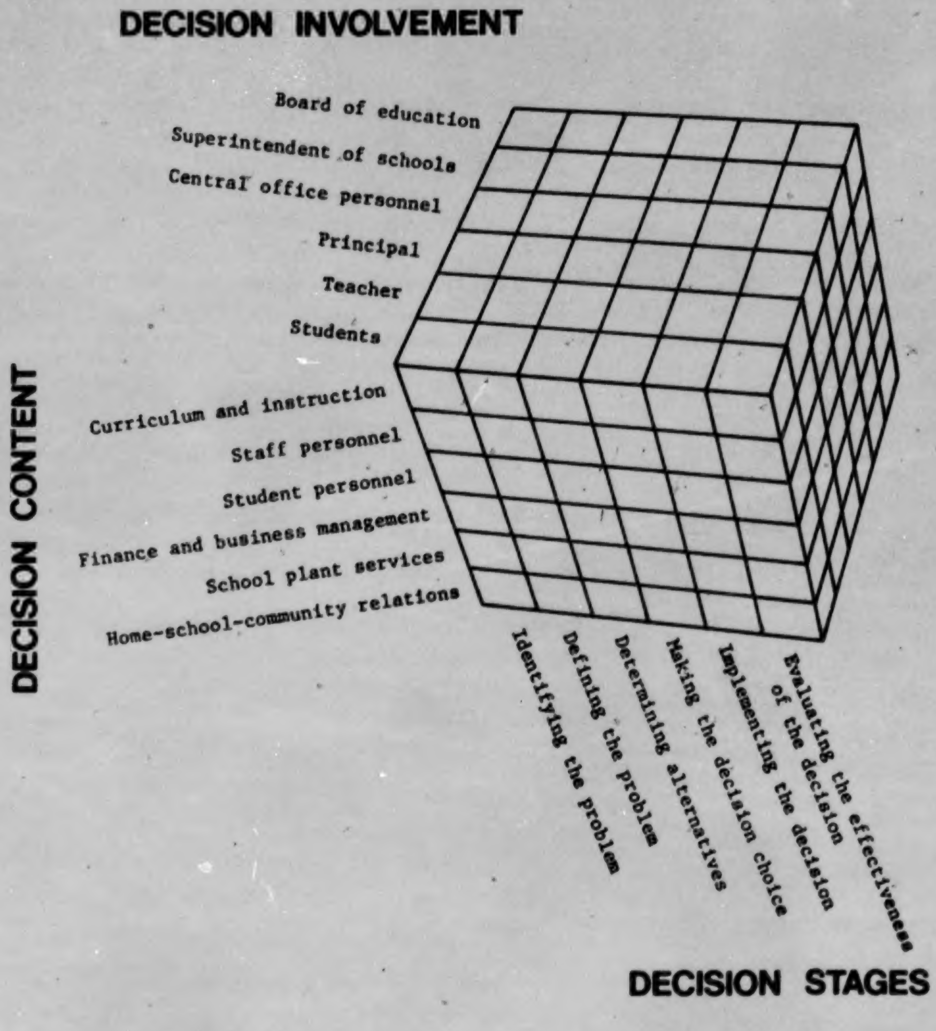
DECISION INVOLVEMENT
Board of education
Superintendent of schools
Central office personnel
Principal
Teacher
Students
DECISION CONTENT
Curriculum and instruction
Staff personnel
Student personnel
Finance and business management
School plant services
Home-school-community relations
Identifying the problem
Defining the problem
Determining alternatives
Making the decision choice
Implementing the decision
Evaluating the effectiveness of the decision
DECISION STAGES

Figure 1.2. Basic Dimensions of the Decision-Making Process.

Adapted from: Lipham, J. M., Improving the decision-making skills of the principal. In J. A. Culbertson, C. Henson, & R. Morrison (Eds.), Performance objectives for school principals. Berkeley, California: McCutchan, 1974, p. 106.

In regard to decision stages, Lipham suggested that there are at least six steps or stages in rational decision making:

1. Identifying the nature of the problem.
2. Clarifying and defining the problem.
3. Formulating and weighing the alternatives.
4. Making the decision choice.
5. Implementing the decision.
6. Evaluating the effectiveness of the decision.

He also formulated a systems model which showed the progression of a decision through these several stages over a period of time (Figure 1.3). The model shows that the amount, flow and form of information as well as the societal, organizational and individual values impact directly on the perceptual screen of the decision maker, and that together with feedback these factors influence the stages in the decision-making process.

As shown in Figure 1.2, decision involvement may include a number of intraorganizational referent groups and individuals--the board of education, school superintendent, central office personnel, principal, teachers, and students. A number of extraorganizational groups, including parents, citizens, state departments of education or national and international agencies, may also participate to varying degrees in the decision-making process. Thus, theoretically, any educational decision may involve either directly or indirectly many individuals and groups.

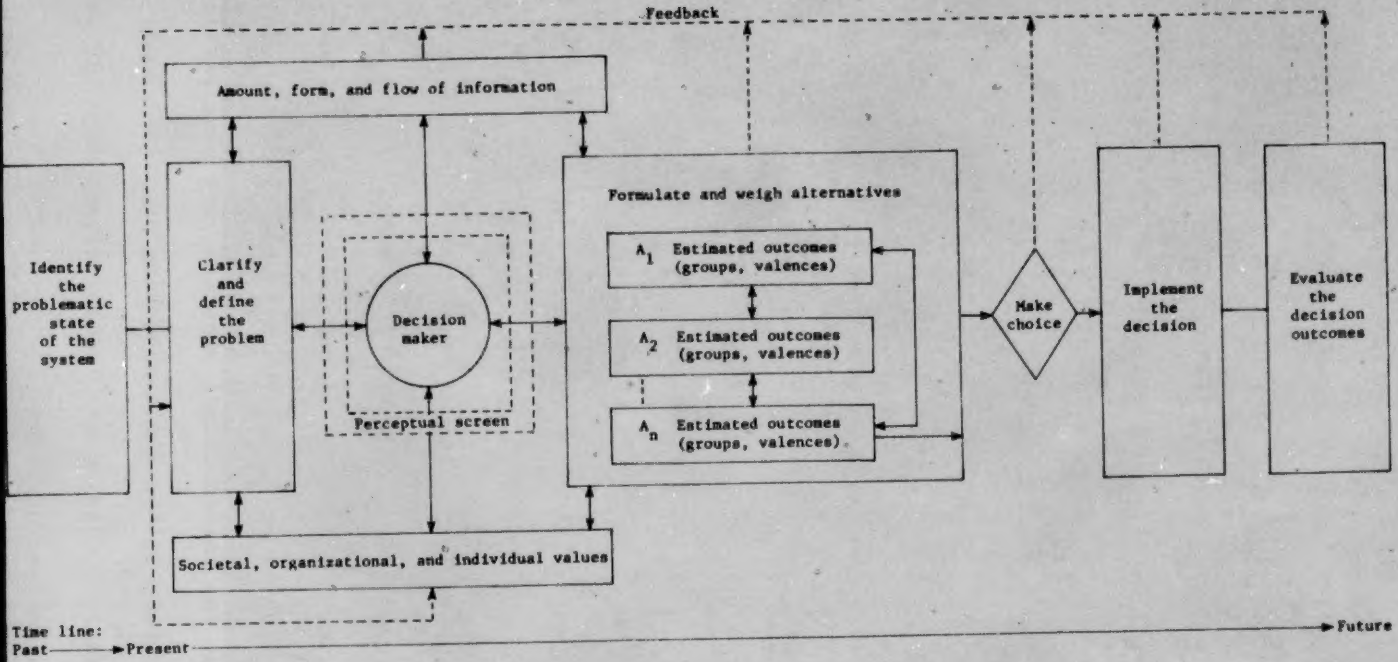
Feedback
Amount, form, and flow of information
Identify the problematic state of the system
Clarify and define the problem
Decision maker
Perceptual screen
Formulate and weigh alternatives
A_1 Estimated outcomes (groups, valences)
A_2 Estimated outcomes (groups, valences)
A_n Estimated outcomes (groups, valences)
Make choice
Implement the decision
Evaluate the decision outcomes
Societal, organizational, and individual values
Time line:
Past
Present
Future

Figure 1.3. Stages in the Decision-Making Process.

Adapted from: Lipham, J. M., Improving the decision-making skills of the principal. In J. A. Culbertson, C. Henson, & R. Morrison (Eds.), Performance objectives for school principals. Berkeley, California: McCutchan, 1974, p. 88.

A further consideration in regard to decision involvement, and one which is important to this study, is the "frequency" and "extent" to which individuals and groups are involved in the decision-making process. These two aspects are seen as being relatively independent in that a high rate of involvement is not necessarily indicative of the substantive amount of participation. This point will be elaborated further in a later section of this chapter.

Although Lipham's conceptualizations of decision making as a rational process form the base from which this study was developed, it is important to recognize that decision making may also be viewed as a function of the organizational structure. For example, Barnard (1938) categorized decisions according to their source within the organization. Fayol (1949) viewed the locus of decisions as a continuum, with decentralization and increased importance of subordinates at one end and centralization and reduced importance of subordinates at the other.

Perhaps the most frequently cited theory which serves as an explanatory framework for this perspective is that of Hage (1965) who posited four structural variables--centralization, complexity, formalization, and stratification--each of which relates to the decision process. In regard to centralization, which refers to the hierarchy of authority, Hage prescribed two criteria by which to judge the degree of centralization in an organization: the proportion of jobs that participate in decision making, and the number of areas in which decisions are made by decision makers. However, Dale (1952) provided a clearer conceptualization of centralization by suggesting four criteria to determine the nature and extent of decentralization:

1. the number of decisions made lower down the management hierarchy;
2. the importance of decisions made lower down the management hierarchy;
3. the number of functions affected by decisions made at lower levels;
4. the amount of checking required in relation to each decision.

Wright (1976) referred to these criteria as frequency, potency, scope, and hierarchical involvement, respectively.

Dale's four criteria were utilized in a series of studies conducted by Eye et al. (1966) concerning the locus of administrative decisions, and a decision point analysis instrument was developed to measure decentralization of decision making in educational organizations.

Just as decision making can be viewed from the perspective of its individual participants, so can it also be viewed from the group perspective of interpersonal relationships. Rogers and Shoemaker (1971), for example, differentiated between authority and collective decisions, defining the former as those decisions made by personnel at the top of the hierarchy, whereas collective decisions are those made by a majority of the organization's members.

In regard to authority decisions, they identified two subcategories: (1) decisions with member participation (the participative approach; and (2) decisions without member participation (the authoritative approach). The participative approach involves those affected by and required to implement a decision even though the decision to implement a proposal may ultimately be made by a single person in a position of power.

Rogers and Shoemaker (1971) claimed that although authority decision making often evokes resistance to change it is usually regarded as efficient because it is not time consuming, especially when conducted without member participation. However, they also claimed that unilateral decisions are less likely to be implemented satisfactorily than are those decided by the participative approach.

The collective decision process differs from the participatory approach in that decisions are usually made by members engaging in some type of voting, with all members being obliged to abide by the decision reached. This approach has a number of potential dysfunctional consequences (Schein, 1970), the most prevalent being the amount of time needed to reach consensus or substantial agreement.

It will be apparent from this brief overview of decision theory that there is a multiplicity of variables involved in decision making, and that many of the normative perspectives referred to offer support for the contention that appropriate involvement of organizational personnel in the decision-making process is likely to have positive benefits for the organization and the individual.

The widespread advocacy of involving subordinates in the decision-making process has strong theoretical and experimental support as evidenced by the numerous studies cited by Dachler and Wilpert (1978) in their extensive survey of the literature pertaining to participation. For example, a number of studies have demonstrated that participative decision making results in increased job satisfaction (Ambrosie & Heller, 1972; Morse & Reimer, 1956); higher productivity (Strauss, 1963; Vroom, 1964); organizational integration (Patchen, 1970); acceptance of change (Coch & French, 1948); and acceptance of decisions (Melcher, 1976). However, in spite of the impressive amount of supportive evidence, the relationship between participative decision making and organizationally prized outcomes is far from resolved in that an increasing amount of evidence suggests that the relationship is highly susceptible to a host of mediating variables. Yukl (1971), while recognizing the importance of participation, emphasized that the nature of involvement is contingent upon both situational and personal variables. He suggested that the major situational variable is the perceived importance of the issue and that the more important an issue is considered to be, the more participation the individual is likely to desire. Vroom (1959) identified authoritarianism and need for independence as two personality variables that may be partially responsible for varying degrees of preference levels in decisional participation. Bridges (1967) extended the work of Vroom by developing a model for shared decision making based on Barnard's (1938) conceptualization of "zone of indifference." In brief, he argued that subordinates should be involved only in those decisions which are of relevance to them and in which they have expertise.

A useful extension of the contingency concept is the discrepancy participation concept proposed and utilized in research by Alutto and Belasco (1972). They claimed:

> Researchers too often maintain that the desire for increased participation is equally and widely distributed throughout an organization. . . . It is more reasonable to assume that not all segments of the population are equally desirous of additional participation in organizational life. If this is correct, then the crucial variable is the discrepancy between current and desired rates of participation rather than a system member's absolute rate of participation (p. 118).

The discrepancy hypothesis is based on the assumption that the continuum of participation is typified by three conditions: (1) decisional deprivation--a condition in which individuals are involved in fewer decisions than desired; (2) decisional equilibrium--a condition in which individuals are involved in as many decisions as desired; and (3) decisional saturation--a condition in which individuals are involved in a greater number of decisions than desired. In this context, participation is regarded as a range of behavior from giving an opinion to making, implementing, and evaluating a decision. Alutto and Belasco contended that the optimum participation is determined by measuring the discrepancy between the desired and actual rates of participation rather than the absolute rate of participation. Conway (1976), although critical of the Alutto and Belasco scoring procedure to give a summated measure of an individual's decisional condition, supported their decisional typology by showing that organizationally prized outcomes increase until the perceived actual and desired rates of participation are equal, and they decrease thereafter. In essence, the Conway argument was that the relationship between decisional participation and desired organizational benefits is curvilinear, not linear.

Mohrman et al. (1978) refined the earlier work of Alutto and Belasco by drawing upon Parsonian theory to hypothesize that there are fundamental differences between various levels of an organization's control hierarchy; that subordinates will more actively seek decisional participation in certain of these levels; and that the various levels will therefore differentially alter the relationship between participation and job satisfaction. In a very real sense, Mohrman et al. (1978) merged the theoretical notions of Alutto and Belasco with those of Parsons, maintaining that the desire by subordinates to participate in decision making is not evenly spread throughout the organization. In particular, they felt that lower-level subordinates would both desire and experience more participation in decisions at the technical level rather than at the managerial and/or institutional levels. Hence it seems logical to expect that the level of involvement (frequency and extent) in decision making at the technical level would be a better predictor of organizationally prized outcomes than would be the degree of involvement at the managerial and institutional levels.

One of the major weaknesses of the Alutto-Belasco, Conway, and Mohrman et al. studies was their failure to measure the extent of involvement as well as the frequency (rate) of involvement in the decision-making process, even though they were aware of the bi-dimensional nature of participation. Alutto and Belasco (1972), for example, stated:

> While this article has concentrated primarily on rates of decisional participation, the quality of that participation has not been systematically examined. Participation can range from mere consultation to absolute control over final decisions. . . . future research efforts might profitably focus on the relative impact of differing methods of participation in organization decision making, namely, concentrate on type of participation in conjunction with overall rates of participation (p. 124).

Davis (1978), recognizing this weakness, extended previous studies by including a measure of actual and desired extent of involvement. He found that by doing so the combined scores of actual frequency and actual extent of involvement could explain more of the variance in job satisfaction than either one taken separately.

This study is essentially a replication of the Davis (1978) study which attempted to test the key assumptions of Alutto and Belasco regarding the discrepancy measure of participation, Conway regarding the curvilinear relationship between decisional participation and organizationally prized outcomes, and of Mohrman et al. regarding the affect of particular decisional issues upon the decisional condition of the respondent secondary school teachers. However, the common set of decisional issues used by each of the researchers cited above were changed to suit the respondents who were secondary teachers in middle and junior high schools, the response formats on each of the scales were changed, and the dependent variable was measured by using a revised and shortened version of the Mendenhall (1977) Job Satisfaction Survey.

Job Satisfaction

The interest of many researchers in job satisfaction seems to be the result of its presumed relationship with a number of prized organizational outcomes, including job performance (Patchen, 1970). This presumption is perhaps most evident in the research concerning participation in the decision-making process as a strategy to improve job satisfaction and thus to increase productivity (French, Israel, & As, 1960; Powell & Schlacter, 1971). Whereas many researchers make the implicit assumption that job satisfaction and performance are related, others make similar claims explicitly. Katzell et al. (1965), in an extensive survey of the literature, cited a number of studies (e.g., Seashore & Bowers, 1963) some of which reported significant relationships between participation in decision making and job satisfaction. Brayfield and Crockett (1955) also cited studies (e.g., Morse & Reimer, 1956) which claimed that high employee morale reduces turnover, absenteeism, and tardiness, as well as lifting production. Lawler and Porter (1967) not only questioned these relationships but also the direction in which they operate. They conceded that evidence exists to suggest that there is a strong correlation between turnover, absenteeism and level of satisfaction, and that there is a consistent, but low correlation between satisfaction and performance. However, they cited Vroom (1964), who hypothesized that job satisfaction and job performance are caused by quite different things, in order to develop the hypothesis that good performance leads to the attainment of rewards, and that the attainment of rewards, particularly intrinsic rewards, results in an increased level of satisfaction. When satisfaction is viewed in this way, the reasons for considering it to be important are perhaps quite different from those that are proposed when satisfaction is considered to cause performance.

A related but distinct concern is with the meaning of job satisfaction which Vroom (1964, p. 99) defined in the following way: "Positive attitudes toward the job are conceptually equivalent to job satisfaction and negative attitudes toward the job are equivalent to job dissatisfaction." However, the definitions of job satisfaction are many and there appears to be little agreement among researchers regarding its conceptual relationship with terms such as "morale" or "job attitudes." Evans (1969), Locke (1969), and Schwab and Cummings (1970) all expressed concern about this apparent lack of adequate theory regarding the meaning of job satisfaction. The reason for this appears to be due to a tendency on the part of investigators to construct job satisfaction measures without careful attention being given to what "theory of satisfaction" might be implied by their measure. As shown by Wanous and Lawler (1972), many of the definitions of job satisfaction imply different meanings of what it is to be satisfied. They reviewed nine different operational definitions of job satisfaction. Through their review and empirical work, Wanous and Lawler concluded that the evidence from convergent and discriminant validity tests strongly suggested that it is possible to validly measure individuals' satisfaction with different facets of their jobs. They further concluded that there is no one best way to measure satisfaction and that the "best" measure may depend upon what independent or dependent variable is to be related to the satisfaction measure. Vroom (1964) supported these conclusions when he contended that satisfaction with different facets has been shown to have differential correlations with various dependent variables just as different ways of measuring satisfaction do.

The evidence provided in the literature suggests that overall job satisfaction can be viewed as a function of the sum of job facet satisfaction ($JS = \overset{\text{facets}}{\Sigma} (JFS)$)--job facet satisfaction referring to how satisfied a person is with a particular aspect of the job.

Definition of Terms

The following concepts were central to this study:

1. Frequency of decisional participation--the rate at which a teacher is involved in the decision-making process in respect to a particular decisional issue. In this study, rate was measured on a four-point scale--never, sometimes, usually, always.
2. Extent of decisional participation--the degree to which a teacher is involved in the decision-making process in respect to a particular decisional issue. In this study, extent was measured on a four-point scale--no involvement, little involvement, some involvement, great involvement.
3. Decisional participation--a bidimensional concept which included both frequency and extent of participation in the decision-making process.
4. Actual participation--the current level (i.e., frequency and extent) of participation in the decision-making process as perceived by teachers.
5. Desired participation--the level (i.e., frequency and extent) of participation desired by teachers in the decision-making process.

6. Decisional discrepancy--the difference between the actual and desired levels of participation in the decision-making process.
7. Decisional condition--one of three general types determined according to the discrepancy between perceived actual and desired frequency and extent of decisional participation. Hence:
   - a) decisional deprivation = decisional participation less than desired.
   - b) decisional equilibrium = decisional participation as much as desired.
   - c) decisional saturation = decisional participation more than desired.
8. Decisional domains--qualitatively different types of decisions made at the technical, managerial, or institutional levels.
9. Job satisfaction--the perceived satisfaction derived from teaching as measured by a shortened and revised version of Mendenhall's (1977) Job Satisfaction Survey. The response format utilized a four-point scale--very dissatisfied, dissatisfied, satisfied, and very satisfied.

Statement of Hypotheses

The following hypotheses, stated in the null form, were subjected to empirical test:

1. The mean scores attained on job satisfaction will not differ for each of the decisional conditions of deprivation, equilibrium, or saturation in each decisional domain for either frequency or extent of involvement.
2. In both technical and managerial domains, actual frequency and actual extent of participation in combination will explain no more of the variance in job satisfaction than will either measure taken singly.
3. In both technical and managerial domains, discrepancy measures of participation will explain no more of the variance in job satisfaction than will actual frequency and/or extent of participation taken singly or in combination.

The following ancillary hypotheses were also examined:

1. There will be no significant relationship between selected situational and personal characteristics of secondary teachers and their decisional condition.
2. There will be no significant difference between actual and desired involvement of school personnel in each of the decisional issues.

Significance of the Study

This study was designed to investigate participative decision making in middle and junior high schools attempting to implement the Individually Guided Education model appropriate to secondary schools. The study was deemed to be significant for the following reasons:

1. The findings should contribute to an understanding of teachers' attitudes toward decisional participation.
2. The findings should have relevance for school principals and to the R & D Center in their respective efforts to develop effective participative decision-making structures and processes.
3. The study reports the respondent teachers' perceptions of those who are and those who should be participating in the decision-making process in relation to each of the decisional issues.
4. The study identified decisional issues in which the respondent teachers perceive themselves as desiring greater, less, or the same participation in the decision-making process.
5. The study attempted to identify significant relationships between selected situational and personal characteristics of secondary teachers and their decisional condition.

6. The study investigated the possible existence of a curvilinear relationship between participation in decision making and job satisfaction.

Limitations of the Study

This study had limited generalizability in that the sample of teachers chosen to participate was a purposive one, being teachers in middle and junior high schools which are representative of but one level of the school system.

The study was also limited in scope to decisional issues perceived by personnel in the R & D Center and in a selected school as being of importance to secondary schools which are attempting to individualize schooling via the adoption (either whole or in part) of the prototypic model. The issues were merely a small sample of the plethora of decisional issues which occur daily at the school building level.

Decisional states may be influenced by a number of personal and situational factors which were not addressed in this study, hence it would be quite erroneous to assume, for example, that decisional deprivation indicates that teachers are totally excluded from decisional participation or that building administrators are deliberately limiting participation. Board policies, legal restrictions, union policies, or administrative style, for example, might all be operating to limit or enhance teacher participation.

Likewise, decisional equilibrium does not necessarily indicate that teachers are involved in all decisional situations. The teachers may view some functions as more appropriately administrative and therefore desire no involvement or only limited involvement in those issues.

The study was also limited by the usual sources of error attributed to survey designs in general. Kerlinger (1973), for example, enunciated a number of these disadvantages, the most important of which were that (1) they tend to be superficial, (2) they are demanding of time and money, and (3) they are subject to sampling error.

This study is particularly susceptible to sampling error in that a purposive sample of schools, and therefore teachers, was selected to participate. The selection criteria listed in Chapter II inevitably resulted in a sample of teachers who were not necessarily representative of the total teaching population.

Overview of the Study

This chapter presented the theoretical foundations for the study together with a statement of the problem, definitions of terms, statement of hypotheses, significance, and limitations of the study. Chapter II includes a description of the design and methodology used in the study together with details regarding the development of the instruments utilized in the survey. Chapter III presents the data collected and describes its analysis. Chapter IV presents a summary of the study together with the findings, conclusions, and implications for theory, future research, and practice.

CHAPTER II

DESIGN AND METHODOLOGY

This chapter delineates the design and methodology of the study. It consists of five sections which describe (1) the design of the study, (2) the population and sample selection, (3) the instrumentation of the study, (4) the procedures for data collection, and (5) the statistical techniques used in the data analysis.

Design of the Study

This study employed field survey methodology to gather data relevant to participation by secondary teachers in decision making and their perceived level of job satisfaction. The survey instruments utilized in the study provided the necessary information to examine the relationship between the selected variables and to test the hypotheses posited. The methodology was of necessity ex post facto, which Kerlinger (1973, p. 379) described as:

> . . . systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

The instruments developed to collect the data, although suitable for mailing to the selected respondents, were administered by the researcher in each of the sample schools in order to avoid one serious drawback of mailed questionnaire surveys--that is, lack of response, which would seriously affect the validity of the generalizations made on the basis of the data collected. Two further advantages of this procedure included the saving of time in collecting the data for the study, and the opportunity provided for the researcher to exert some control over the conditions under which the respondents completed the questionnaires.

The data collected were primarily for the purpose of examining the correlations pertinent to the hypotheses being tested. Campbell and Stanley (1963) stated that correlation analysis is an appropriate statistical technique for analyzing the data gathered in a study of this type, and that it represents the preliminary step in theory building because of the two major benefits it provides: (1) it allows researchers to determine the nature of the relationship between constructs in a variety of settings, and (2) it identifies those relationships which appear important and consistent across settings and which might be chosen later to be studied with more powerful designs.

The study design utilized not only has benefits for the theory builder, but also for the practitioner in that it identifies important relationships and indicates those variables which may be manipulated to increase organizational effectiveness.

Population and Sample

The population of respondents chosen to participate in this study consisted of all teachers in the ten selected middle or junior high schools. Only teachers who did not occupy a formal administrative position and who had been teaching in their present school for more than one year were included in the sample. The reason for restricting the sample to secondary teachers who had been teaching in their present school for more than one year was that it was assumed that newly appointed teachers were less likely to understand or to have established a stable relationship in the decision-making processes of the school.

The exclusion of teachers who had formal administrative responsibilities (e.g., counselors, vice principals, or principals) was an attempt to reduce the number of extraneous variables which might distort the focus of the study, which was to determine the nature of teacher involvement in the decision-making process and how this related to their satisfaction with their professional duties and responsibilities.

The ten middle and junior high schools were chosen with the following considerations in mind:

1. The number of schools selected should provide a sufficiently large enough sample of teachers to ensure an acceptable amount of data from which reliable and valid conclusions could be drawn.

2. Cost-effective considerations should be reasonable in terms of the time and money expended in order to ascertain the current state of decisional participation and job satisfaction in the selected schools.

The criteria used by the researcher for selecting the study sample were established in consultation with R & D Center personnel who were currently working in or with IGE secondary schools. The specific criteria included the following:

1. The school was affiliated with the Wisconsin Research and Development Center for Individualized Schooling.
2. The school was a middle or junior high school consisting of any combination of students enrolled in grades 6, 7, 8, and/or 9.
3. The student enrollment exceeded 250.
4. The schools were geographically dispersed as well as diverse in community setting (i.e., rural, suburban or urban).
5. The school was attempting to implement the following elements of the ten components of the prototypic model for IGE secondary schooling:
    a. A school council which was representative of the total staff and which met on a regular basis.
    b. Instructional units or subject departments, the teachers of which met on a regular basis.

6. The school principal gave the researcher permission to administer the questionnaire in a group setting to the selected staff members of the school.

A summary of the main characteristics of the sample schools is shown in Table 2.1.

TABLE 2.1

CHARACTERISTICS OF THE SAMPLE SCHOOLS

School	Geographic Location	Type of School	Grades Enrolled	Approx. Enrollment	Number of Respondents
01	Ohio	Suburban	7,8	800	31
02	Wisconsin	Suburban	6,7,8	550	29
03	Wisconsin	Rural	7,8	575	26
04	Florida	Rural	6,7,8	325	13
05	Texas	Suburban	6,7,8	500	21
06	Texas	Rural	7,8	450	29
07	Illinois	Suburban	7,8	250	16
08	S. Carolina	Suburban	6,7	1,300	35
09	S. Carolina	Suburban	6,7	725	23
10	Colorado	Urban	7,8,9	800	19

N = 242

Instrumentation

A list of potentially suitable schools was compiled from those associated with the Wisconsin Research and Development Center for Individualized Schooling (Lehr & Teicher, 1977), and the ten participating schools were then selected in terms of the criteria. A telephone survey was used to ensure that the schools met the criteria and to gather additional school information pertinent to the study (see Appendix A).

The instrument used in the study consisted of three parts:

1. a personal data questionnaire;
2. the Decision Participation Analysis questionnaire:
3. the Job Satisfaction Survey.

A complete copy of the final instrument is included in Appendix B.

The instrument was presented to the participating teachers in two sections, one being the instruction booklet, the other being the answer sheets. The instruction booklet contained a brief overview of Individually Guided Education/Secondary, a general instruction sheet, and a specific instruction sheet which gave the directions for completing the answer sheets relevant to each of the three parts of the instrument. The answer booklet contained answer sheets pertaining to each of the three substantive parts of the questionnaire.

Part I consisted of ten questions, seeking factual personal information about each respondent.

Part II consisted of six questions which were designed to ascertain:

1. Who has and who should have the most say in the decision-making process regarding each decisional issue?
2. The respondent's actual and desired frequency of participation in the decision-making process regarding each decisional issue.
3. The respondent's actual and desired extent of participation in the decision-making process regarding each decisional issue.

The 20 decisional issues selected for the study were presented to the respondents in the instruction booklet so as to avoid unnecessary repetition.

Part III consisted of 27 questions which were designed to ascertain each teacher's facet and overall job satisfaction.

Development of Instrumentation

Measurement reliability and validity were essential features of the total questionnaire and efforts were made to ensure that the final instrument was both reliable and valid.

Kerlinger (1965, p. 443) perceived a measuring instrument to be reliable if it is relatively free of errors of measurement, thus being both predictable and accurate. The predictability or stability of the scales in Parts II and III of the instrument was established during the pilot phase of the study by means of correlational analysis of the pre- and posttest data, using the r to z transformation formula. However, the reliability measure of greatest concern in this study was that of internal consistency which is indicative of how accurately the items in each scale of the instrument represent the domain of interest (Nunnally, 1967, pp. 210-211). Cronbach Alpha was the specific method used for computing the internal consistency for each of the decisional involvement and job satisfaction scales.

Although reliability is an essential component of test validity it cannot be substituted for it. Whereas reliability indicates the accuracy of a measure, validity deals with the question as to whether a measure is in fact measuring what it is intended to measure. Of the three types of validity--content, criterion-related, and construct--Kerlinger (1965, p. 457) considered the latter to be the most important in that it is concerned with the degree to which certain explanatory constructs may account for the performance of respondents on a given measure. Nunnally (1967, p. 87) agreed with this point of view and suggested that there are three aspects to the process of developing and validating the measurement of constructs. These aspects include:

1. The domain of the observable for the construct must be specified, and this involves conceptually outlining the domain of interest and operationally defining the variables and their interrelationships. This was done in Chapter I of this study.

2. One must determine the extent to which all, some, or none of the observables used to define the construct are interrelated. This means assessing the degree of internal consistency of the measure, which in this study was determined by computing the Cronbach Alpha coefficients.
3. Once a construct has been adequately defined and its internal consistency demonstrated, it must be determined to what extent the constructs behave as expected, or as predicted by the underlying theory. If the hypothezized relationships do not occur, then it is necessary to conclude that either the measures are not valid or that the underlying theory relating to the variables is questionable.

Content validation is essentially a matter of judgment by "experts" of the sampling adequacy of the content. This means that each item must be judged for its presumed relevance to the construct being measured (Kerlinger, 1965, p. 459). The content validity of the items used in this study was based on the judgment of both theoreticians and practitioners.

Criterion-related validation is primarily concerned with the predictive ability of the measures used, which in this study involved the prediction of the level of job satisfaction from a set of independent variables related to the involvement of respondents in the decision-making process.

The details regarding the development of the instruments used in this study to collect data are given in the following sections.

Telephone Survey. The questions included in the telephone survey were formulated by the researcher in conjunction with R & D Center project personnel.

Prior knowledge of some of the schools in the sample allowed the researcher to complete those parts of the telephone survey which were seeking factual information. The remainder of the survey was completed over the telephone by the researcher recording the responses of the principal to each question. All the information recorded was subsequently confirmed or revised on site by the principal.

Apart from the questions asked to establish a school's eligibility to be included in the sample, other questions were asked to collect information about those school characteristics which other researchers have perceived as being important variables in determining decisional involvement and job satisfaction. For example, the questions relating to the type of school (rural, suburban or urban), to the level of schooling (grades within the school), and to the size of the school were suggested by the Alutto and Belasco (1972) findings that:

1. Teachers in a small urban district were characteristically in a state of decisional equilibrium or

saturation, whereas rural district teachers tended to feel decisionally deprived.

2. Decisional saturation tended to be characteristic of elementary school teachers, whereas the condition of decisional deprivation was primarily associated with teachers in secondary schools.

Part I: Personal Data. Eight of the ten questions in this part of the instrument were designed to elicit information about each teacher which other researchers have found to be important in determining decisional involvement and job satisfaction. The information gathered from each respondent was in regard to their age, sex, years as a teacher, years as a teacher in their present school, grades taught, subjects taught, educational qualifications, and their degree of participation in professional associations or unions.

The other two questions were included to enable the researcher to treat unit leaders and/or department chairpersons as a subset of the respondents. This strategy was based upon the assumption that teachers with substantial leadership duties and responsibilities would have a distinctly different pattern of decisional participation to that of the normal classroom teacher.

The content validity of the background part of the questionnaire was largely based on some of the work of Alutto and Belasco (1972) who found that:

1. Those teachers with the longest period of service in a given school district were more likely to be decisionally saturated than would be their associates.
2. Sex and age were the most effective bases for distinguishing between individuals in various states of decisional participation. Decisionally deprived teachers tended to be young males, whereas decisionally saturated teachers tended to be older females.
3. Decisional conditions were differentially distributed among teachers displaying different levels of attitudinal militancy.

Part II: Decision Participation Analysis Questionnaire. The Decision Participation Analysis questionnaire used in the study was an adaptation of the one used by Davis (1978) which was based on the earlier efforts of Conway (1976) and Lipham (1974). This part of the instrument consisted of six substantive questions:

1. Which group CURRENTLY has the most say in the decision-making process regarding each decisional issue?
2. What group SHOULD have the most say in the decision-making process regarding each decisional issue?
3. What is your ACTUAL FREQUENCY of participation in the decision-making process regarding each decisional issue?
4. What is your DESIRED FREQUENCY of participation in the decision-making process regarding each decisional issue?

5. What is your ACTUAL EXTENT of participation in the decision-making process regarding each decisional issue?
6. What is your DESIRED EXTENT of participation in the decision-making process regarding each decisional issue?

Questions 1 and 2 were suggested by the research findings of Alutto and Belasco (1972), Pellegrin (1969), and Holmquist (1976), which were that:

1. Decisionally deprived teachers desired reduced administrative influence (Alutto and Belasco).
2. IGE elementary schools exhibited a pattern of decision making quite different to that in traditional schools (Pellegrin).
3. Decentralization of decision making from the administrative level and centralization of decision making from the individual classroom teacher were characteristic of IGE elementary schools (Pellegrin and Holmquist).

The response format used for Questions 1 and 2 was a modification of that used by Lipham (1974) and included five categories--individual teachers, instructional teams or subject departments, schoolwide councils, building administrators, or district office or school board.

Questions 3 and 4 were suggested by the studies of participative decision making conducted by Alutto and Belasco (1972), Conway (1976), and Mohrman et al. (1978), all of whom measured participation in terms of actual and desired rates of participation. The response format used for Questions 3 and 4 included four categories--never, sometimes, usually, and always.

Questions 5 and 6 extended the concept of decisional participation to include actual and desired extent of participation recognized by Lipham (1974), Conway (1976), and Davis (1978) as being an important dimension of participative decision making which is conceptually different to that of rate, even though the two are related. The response format used for Questions 5 and 6 included four categories--no involvement, little involvement, some involvement, great involvement.

Respondents were requested to answer the six questions in relation to each of the 20 decisional issues used in the study. The decisional issues were those perceived to be common and important to teachers in IGE secondary schools, and were derived from an initial list of over 100 issues by a series of validation procedures. The final items chosen were representative of the ten components of the IGE prototypic model for secondary schools and were representative of the major task areas of the school principal as perceived by Lipham and Hoeh (1974, pp. 10-15). The issues were also evenly distributed between those that could reasonably be expected to be resolved at either the cabinet (school council) level or at the departmental or unit level.

The content validity of the decisional issues used in the questionnaire was established over a period of eight months on the basis of an extensive literature review of past research findings and theoretical statements--particularly those in relation to Individually Guided Education. In addition, a number of meetings with R & D Center and school personnel were held to choose those issues which were both relevant and important to teachers in schools that individualize their instructional programs.

The final stage of content validation was based on a one-week "matched pre- and posttest" pilot study in which 22 decisional issues were used. The respondent teachers were asked to identify those issues which they perceived to be in need of revision, replacement, or deletion.

The reliability of each decisional issue was established by computing an average correlation using an r to z transformation formula to measure stability and the Cronbach Alpha to measure internal consistency. The results are shown in Tables 2.2 and 2.3.

In regard to the stability of the six basic questions, all questions other than Question 1 displayed stability but a number of specific decisional issues displayed instability, having correlations of less than .423. A close analysis of these issues and questions indicated that the respondents found it difficult to be consistent in answering Questions 1 and 2; this was possibly due to these questions employing a nominal response format as distinct

TABLE 2.2

RELIABILITY COEFFICIENTS FOR DECISION PARTICIPATION
Stability for "matched pre- and posttest" (using r to z transformation)

Decisional Issues	Question 1 Actual Involvement	Question 2 Desired Involvement	Question 3 Frequency Actual	Question 4 Frequency Desired	Question 5 Extent Actual	Question 6 Extent Desired
1	.429	.300*	.677	.597	.525	.331*
2	.525	.412*	.740	.622	.684	.268*
3	.435	.602	.694	.104*	.580	.327*
4[a]	-.086*	.249*	.038*	-.139*	.716	.014*
5	-.053*	.000*	.609	.248*	.723	.637
6	.522	.442	.572	.356*	.495	.553
7	.291*	.011*	.614	.510	.717	.602
8	.532	.742	.605	.598	.758	.619
9	.519	.756	.952	.837	.752	.597
10	.138*	.436	.221*	.401*	.753	.754
11	.171*	.453	.473	.679	.694	-.032*
12	.503	.727	.596	.629	.695	.686
13	.439	.314*	.644	.498	.860	.861
14	.503	.671	.412*	-.108*	.331*	.167*
15[b]	.376*	.367*	.528	.233*	.442	.210*
16	.621	.708	.632	.541	.784	.641
17[b]	.542	.383*	.313*	.416*	.513	.406*
18[a]	.567	.618	.377*	.243*	.477	.466
19	.180*	.453	.650	.682	.564	.570
20	.209*	-.032*	.740	.518	.679	.599
21	.558	.121*	.699	.477	.703	.316*
22	.634	.445	.696	.548	.675	.472
Average Correlation	.410*	.486	.605	.479	.659	.492
Standard Error of z	.050	.050	.050	.050	.050	.050

N = 21

*Items which have r < .423 display instability (for 20 df r > .423).

[a] Wording altered in final questionnaire.

[b] Deleted from final questionnaire.

TABLE 2.3

RELIABILITY COEFFICIENTS FOR DECISION PARTICIPATION
Internal consistency for "matched pre- and posttest"

	Cronbach Alpha Coefficients	
Scale (22 items per scale)	Pretest	Posttest
1. Actual Involvement	.78	.84
2. Desired Involvement	.76	.85
3. Frequency Actual	.82	.84
4. Frequency Desired	.76	.75
5. Extent Actual	.91	.86
6. Extent Desired	.76	.73

N = 21

from the ordinal response format (with natural origin) utilized for Questions 3 to 6. A further difficulty that respondents may have had in answering Questions 1 and 2 could have been due to the possible vacillation between responses 2 and 3 (instructional teams and schoolwide councils) both of which involve groups of teachers, and the possible vacillation between responses 4 and 5 (building administrators and district administrators) both of which involve groups of administrators. However, since Questions 1 and 2 constituted only an ancillary part of the study the response format and categories were retained. In regard to internal consistency Spuck (1971) stated that alpha coefficients below .50 are of questionable reliability, .70 is satisfactory for the early stages of research and those above .70 possess high degrees of internal consistency. Reference to Table 2.3 shows that the internal consistency of the six basic decisional involvement questions, which were treated as scales, were consistently higher than .70 for both the pre- and posttest, indicating a substantial degree of measurement accuracy.

Careful consideration of the reliability data resulted in two of the 22 decisional issues (15 and 17) being deleted from the final instrument. Also, alterations were made in the wording of two other decisional issues (4 and 18) due to their instability and due to the comments of respondent teachers during the content validation phase of the pilot test.

The bidimensional nature of participative decision making is acknowledged by the differentiation made between frequency and extent of involvement. The former concept was deemed to be self-explanatory and the latter was defined on the answer sheet in terms of Lipham's conceptualization of the nature of decisional involvement (Lipham & Hoeh, 1974, pp. 165-167).

The response set for Questions 3 to 6 was a "forced-choice" type, requiring teachers to make positive or negative responses rather than neutral ones.

Part III. Job Satisfaction Survey. The best known measure of job satisfaction is the Job Descriptive Index (JDI) which was normed on blue collar workers. Dunham, Smith, and Blackburn (1977) extended this work and developed the Index of Organizational Reactions (IOR) to be used with white collar or professional workers. Recognizing that the foundation of any empirical study of job satisfaction is the instrument used to determine the affective responses to the job, they were careful to ensure that the IOR was valid and that it met the criteria suggested by Smith, Kendall, and Hulin (1969) as being necessary for any good measure of job satisfaction; that is, it should (1) separate the various aspects of satisfaction from one another, (2) agree with other relevant measures, (3) be useful with a wide range of persons from a wide range of jobs and a variety of situations, (4) be intuitively understandable, (5) be short, (6) allow group administrations, and

(7) require low expenditures of time and money. Dunham, Smith, and Blackburn (1977) felt that the IOR met these criteria and they subjected it to a two-phase validity study. In Phase I, the factor analytic structure of the IOR scales was examined across several samples and over time. In Phase II, the IOR was placed into a multitrait-multimethod matrix (Campbell & Fiske, 1959) with a set of "Face Scales" (Dunham & Herman, 1975); the Job Descriptive Index (JDI) (Smith, Kendall, & Hulin, 1969); and the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967) to investigate convergent and discriminative validities. The IOR, which has eight scales (supervision, kind of work, amount of work, physical conditions of work, co-workers, financial elements, career future, and company identification) with four to six five-choice items in each, for a total of 42 items, was found to compare very favorably with these other measures of job satisfaction. In brief, the findings of the validation study were:

1. Overall, the MSQ provided the highest convergent validity, although the IOR scales were best for four of the eight job satisfaction facets.
2. The JDI provided the lowest convergent validity estimates.
3. All methods met the Campbell and Fiske basic discriminant validity criterion.

4. The most stringent discriminant validity criterion was met best by the IOR method and least by the JDI and Faces.
5. The most critical shortcoming of the IOR was with the company identification scale, which was the most general of the eight scales and which produced the lowest discriminant validity.

It was concluded by Dunham et al. (1977) that the IOR method appears to provide a means of measuring multiple facets of job satisfaction which is useful across many types of subjects and jobs over time.

The Job Satisfaction Survey questionnaire used in this study was an adaptation of the one used by Mendenhall (1977) which was based on the Index of Organizational Reactions (IOR) developed by Dunham, Smith and Blackburn (1977). However, Mendenhall made a number of substantial changes by using different items, changing the response format and substituting two of the scales (kind of work, amount of work) with scales to measure teacher satisfaction in regard to community and pupil relations.

After establishing content validity with personnel in the R & D Center, Mendenhall used the "Job Satisfaction Survey" instrument in 41 IGE elementary schools with a sample of 291 respondents to measure job satisfaction--the dependent variable in her study of organizational structure and leadership behavior. She then computed the reliability of the instrument by using the "coefficient alpha" formula:

$$r_{KK} = \frac{K}{K-1} \quad \frac{\sigma y^2 - \Sigma \sigma i^2}{\sigma \ y^2}$$

The reported reliability (alpha) coefficients are shown in Table 2.4.

TABLE 2.4

RELIABILITY [INTERNAL CONSISTENCY] COEFFICIENTS
FOR JOB SATISFACTION

Scale	Alpha Coefficient
Scale 1--Administration	.9499
Scale 2--Co-workers	.8634
Scale 3--Career Future	.7982
Scale 4--School Identification	.8820
Scale 5--Financial Aspects	.9309
Scale 6--Working Conditions	.8809
Scale 7--Pupil Relations	.7949
Scale 8--Community Relations	.8496
Total	.9485

N = 291

The first step in developing a revised measure of teacher job satisfaction involved the use of Mendenhall's data in order to check the scale structure of her questionnaire. A "Varimax Orthogonal Rotation" factor analysis was computed in order to determine the number and nature of the underlying variables and the results clearly indicated nine scales instead of eight. Visual analysis indicated that when the particular IOR scale called "amount of work" was replaced with a scale called "pupil relations," the items used only partially replaced those already there, with the result that the scale measured both "amount of work" and "pupil relations." A further complication was that two of the items in the scale purporting to measure "working conditions" had obviously been misplaced and really belonged in two other scales--that is, one item in each of two other scales.

The nine-scale structure was retained with three items in each scale. The three items selected were those which had the highest factor loadings in one factor and low factor loadings in all other factors. The 27 items together with three "placebo" items were then randomly sorted and listed in a 30-item questionnaire which was used in additional validation procedures.

The content validity and scale placement of each of the 30 items were initially checked with 35 graduate students in educational administration by asking them to critique each item regarding its perceived meaning and to place each item into one of the nine scales listed and described on the questionnaire (see Appendix C). The result was that 25 of the original 27 items were retained and two of the weaker items were replaced. The 25 items that originally came from the Mendenhall instrument were then refactor analyzed using her data, and the results indicated that there were now only six factors (Table 2.5). However, a visual analysis indicated that the pre-established groupings of items (scales) had been retained (that is, all items within a group were most heavily loaded on the same factor), with two of the factors containing distinct clusterings of items corresponding to three of the nine factors identified in the first factor analysis. Overall, the re-factor analysis was seen as strongly supportive of the original nine-factor structure of the newly developed questionnaire.

The newly developed 27-item questionnaire, using a "four-choice" response format--very dissatisfied, dissatisfied, satisfied, very satisfied--was then pilot tested employing a sample of 21 secondary teachers in a one-week "matched pre- and posttest." The respondent teachers were specifically requested to critique the format of the questionnaire and the wording and content of each question, but no changes of any kind were suggested, thus substantiating further the assumption that the items had content validity.

The reliability of the job satisfaction survey questionnaire was established by computing the average correlation using an $\underline{r}$ to $\underline{z}$ transformation formula to measure stability and the Cronbach

TABLE 2.5

RE-FACTOR ANALYSIS OF ABRIDGED MENDENHALL JOB SATISFACTION DATA

VARIMAX ROTATED FACTOR MATRIX

Item Name	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
ADM 01	.23	.12	.75	.21	.14	.10
ADM 07	.05	.16	.77 1	.18	.16	.05
ADM 08	.06	.13	.88	.17	.14	.08
COW 01	.58	.19	.14	.10	.00	.07
COW 03	.86 2	.08	.08	.23	.13	.08
COW 04	.81	.06	.11	.13	.16	.02
CAR 02	.27	.41	.38	.13	.17	.10
CAR 03	.22	.44 3	.36	.13	.20	.06
COND 11	.18	.59	.32	.21	.01	.00
SCH 04	.30	.33	.34	.18	.20	.14
SCH 06	.36	.30	.40 4	-.03	.12	.05
SCH 07	.40	.30	.44	.11	.17	.10
FIN 01	.08	.11	.09	.08	.16	.93 5
FIN 02	.12	.14	.12	.10	.22	.83
COND 01	.25	.28	.16	.64	-.03	.13
COND 03	.16	.26	.19	.67 6	.13	.11
COND 04	.17	.25	.24	.85	.08	.01
COND 12	.15	.55 7	.23	.13	.10	.02
PUP 02	.00	.53	.10	.19	.17	.04
PUP 03	.12	.73	.05	.14	.21	.06
PUP 04	.02	.74 8	.04	.12	.24	.19
PUP 05	.16	.62	.10	.13	.11	.08
COM 01	.08	.33	.20	.05	.65	.16
COM 03	.11	.27	.17	.09	.81 9	.22
COM 04	.25	.22	.23	.05	.69	.12

Factor Groupings:

1. Administration/Supervision
2. Co-workers
3. Career future
4. School identification
5. Financial aspects
6. Work conditions
7. Amount of work
8. Pupil-teacher relations
9. Community relations

Variance Explained by Factor Structure

Factor	Eigenvalue	Percent of Variance	Cumulative Percent
1	8.78	57.2	57.2
2	1.76	11.5	68.7
3	1.51	9.8	78.5
4	1.42	9.2	87.7
5	1.16	7.6	95.3
6	.73	4.7	100.0

Alpha to measure internal consistency. The results are shown in Tables 2.6 and 2.7.

In regard to the stability of the 27 questions, only four questions displayed instability (Questions 2, 14, 20, and 21). These were distributed in different scales of the questionnaire.

The internal consistency of the total measure of job satisfaction was high (>.70) on both the pre- and posttests, with only three of the scales exhibiting low (<.50) internal consistency on either the pre- or posttest. Careful consideration of the reliability data and the perceived content validity of each question by the respondent teachers resulted in all of the 27 items being retained.

Data Collection

Principals of the schools that met the criteria and who agreed to participate in the study were sent a copy of the instruments together with a letter which contained a brief abstract of the study and which confirmed the date and time for the visit by the researcher (see Appendix D).

The researcher visited each of the ten selected schools where he distributed, administered, and collected the questionnaires. The completed questionnaires were coded with school and respondent identification numbers, and other information--school enrollment, number of respondents in the school, grades in the school, and the type of school--was recorded on a batch card so that it could be key punched

TABLE 2.6

RELIABILITY COEFFICIENTS FOR JOB SATISFACTION
Stability for "matched pre- and posttest" (using *r* to *z* transformation)

Scale	Question	Correlation	Average Correlation	Standard Error of *z*	Number of Items
1. Administration/Supervision	05	.802			
	06	.802			
	16	.525	.731	.136	3
2. Co-workers	01	.725			
	08	.738			
	25	.69[illegible]	.720	.136	3
3. Career Future	03	.584			
	10	.550			
	14	.221*	.465	.136	3
4. School Identification	07	.519			
	18	.564			
	27	.786	.640	.136	3
5. Financial Aspects	04	.787			
	19	.755			
	24	.789	.777	.136	3
6. Work Conditions	15	.523			
	20	.330*			
	22	.618	.499	.136	3
7. Amount of Work	02	.410*			
	17	.517			
	23	.781	.595	.136	3
8. Pupil-Teacher Relations	11	.716			
	13	.463			
	21	.371*	.535	.136	3
9. Community Relations	09	.594			
	12	.648			
	26	.591	.612	.136	3
Total Job Satisfaction (Scales 1-9)			.631	.045	27

N = 21

*Items which have *r* < .423 display instability (for 20 df *r* > .423).

TABLE 2.7

RELIABILITY COEFFICIENTS FOR JOB SATISFACTION
Internal consistency for "matched pre- and posttest"

Scale	Cronbach Alpha Coefficients		Number of Items
	Pretest	Posttest	
1. Administration/Supervision	.80	.95	3
2. Co-workers	.58	.31	3
3. Career Future	.63	.34	3
4. School Identification	.66	.65	3
5. Financial Aspects	.87	.78	3
6. Work Conditions	.44	.68	3
7. Amount of Work	.69	.72	3
8. Pupil-Teacher Relations	.64	.60	3
9. Community Relations	.73	.78	3
Total Job Satisfaction (Scales 1-9)	.88	.86	27

N = 21

on all records for each of the respondent teachers. The data was then key punched on cards by computer personnel in the R & D Center, according to the format shown in Appendix E, and then assigned to a file in the Univac 1110 computer at the Madison Academic Computing Center (MACC). During each visit the researcher also met with the principal to revise or confirm the information collected in the telephone survey.

An informed consent form was signed by each of the respondents to the questionnaire which guaranteed their anonymity in any reports of the research (see Appendix F).

Data Analysis

The analytic procedures used in this study included: (1) descriptive analysis, (2) test of reliability, (3) factor analysis, (4) one-way analysis of variance, (5) test of correlation, (6) multiple regression, and (7) test of correlated proportions.

The SPSS Condescriptive program was used to enable the distributional characteristics of the data relevant to the independent, dependent and contingency variables to be determined as a necessary antecedent to the testing of the hypotheses.

The reliability (internal consistency) of the decision involvement subscales and of the job satisfaction survey questionnaire was established by using the Cronbach Alpha formula.

The Varimax Orthogonal Rotation factor analytic technique was utilized to determine the patterns of correlations which indicated the essential psychological constructs within the decision participation and job satisfaction questionnaires.

One-way analysis of variance was used to test the relationship between the decisional conditions and job satisfaction as well as the relationship between the decisional conditions and each of the contingency variables.

A Pearson product-moment correlation was calculated to test the degree to which the variance in the job satisfaction mean scores was explained by the variance in each of the decisional conditions.

A stepwise multiple regression procedure was utilized to determine the relative contribution of each decisional condition variable in explaining the variance in job satisfaction.

The McNemar test of correlated proportions was used to test the significance of the changes from the perceived actual to the perceived desired levels of involvement.

All of the statistical procedures, except the McNemar test, were performed by the Univac 1110 computer at the Madison Academic Computing Center (MACC) at the University of Wisconsin-Madison. The probability level for all tests of statistical significance was set at .05.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

This chapter presents and analyzes the data in two sections. The first presents and analyzes the data in a largely descriptive manner and the second presents the statistical analysis of the data in relation to each hypothesis posited.

Description and Analysis of the Data

This section is mainly concerned with a descriptive overview of the data used to test the hypotheses of the study. The data were analyzed using the Statistical Package for the Social Sciences (SPSS) programs (Nie et al., 1970), the relevant results of which are presented in Tables 3.1 to 3.16. These tables reveal the basic distributional characteristics of the data in relation to the independent, dependent, and contingency variables of the study.

Independent Variables

The six basic decision involvement questions, treated as scales, were tested for their reliability (internal consistency) using the Cronbach Alpha formula. As in the "matched pre- and posttest" pilot study, the coefficients (Table 3.1) were consistently high (>.70), indicating that the items within each scale were measuring the same construct.

TABLE 3.1

RELIABILITY [INTERNAL CONSISTENCY] COEFFICIENTS REGARDING DECISION PARTICIPATION IN ALL SCHOOLS

Scale (20 items per scale)	Cronbach Alpha coefficients
1. Actual Involvement	.65
2. Desired Involvement	.72
3. Frequency Actual	.77
4. Frequency Desired	.85
5. Extent Actual	.79
6. Extent Desired	.84

N = 242

The decision involvement data were then factor analyzed, using the SPSS Varimax Orthogonal Rotation program, to verify the initial formulation of issues which were perceived by representative middle and junior high school teachers, graduate students in the department of educational administration, and the R & D Center personnel, as being issues either at the unit/department level or at the IIC/school council level.

These decisional domains were derived from the IGE literature and were seen as comparable to the technical and managerial levels posited by Parsons (1951) and to the technical and managerial domains referred to by Mohrman et al. (1978). Although all of the six scales were factor analyzed, only the results pertaining to each of the normative ("desired") scales are presented in Table 3.2, since the study was concerned primarily with the respondents' normative perceptions (i.e., desired involvement, desired frequency, desired extent), rather than their descriptive perceptions. This procedure helped to identify those decisional issues which had been misplaced. Item numbers 09, 18, 19, and 20 had factor loadings which identified them as managerial rather than technical level issues; and item number 03 had a factor loading which identified it as a technical rather than a managerial issue. However, the frequency distributions for actual and desired levels of involvement presented in Table 3.3 do not entirely support the factor analysis of the decisional issues if placement of each issue is based on the "desired" number involved at each of the five levels--individual teacher, unit/department, IIC/school council, building administrators, district office or school board. Taking levels 1 and 2 (individual teacher, unit/department) as equivalent to the technical level of school operation and levels 3 and 4 (IIC/school council, building administrators) as equivalent to the managerial level, one can observe that the frequencies given in Table 3.3 support the factor analysis placement of all issues except 09, 17, and 19. For example, issue 09 was identified by 159 of the 242 respondents as a technical level issue, whereas only 63 perceived it to be a managerial issue. This result indicated that

TABLE 3.2

FACTOR ANALYSIS OF DECISIONAL INVOLVEMENT DATA

Varimax Rotated Factor Matrix

		Desired Involvement Factor		Frequency Desired Factor		Extent Desired Factor	
Scale	Issue	1.	2.	1.	2.	1.	2.
1. Unit/Dept. Level (Technical)	01	-.04	.47	.05	.40	-.05	.50
	04	-.08	.48	.02	.62	-.04	.68
	07	.12	.35	.12	.55	.11	.55
	09	.14	.07*	.25	.38	.32	.07*
	13	.19	.28	.18	.19	.23	.37
	14	.09	.36	.20	.50	.23	.32
	16	.19	.42	.17	.51	.09	.62
	18	.39	.05*	.49	.17*	.37	.27*
	19	.38	.21*	.50	.32*	.45	.44*
	20	.58	.03*	.30	.29*	.54	.08*
2. IIC/School Council (Managerial)	02	.38	.11	.63	.08	.63	.10
	03	.31	.24	.31*	.40	.30*	.48
	05	.43	.11	.66	.18	.49	.29
	06	.35	.05	.53	.12	.55	.19
	08	.15*	.24	.44	.18	.39	.19
	10	.21	.01	.68	.11	.58	.13
	11	.44	.18	.67	.16	.61	.31
	12	.52	.05	.68	.20	.66	.05
	15	.28*	.30	.48	.12	.55	-.05
	17	.29	.19	.30	.17	.44	00

*Questions which did not have the highest factor loading within the factors posited in the study.

Variance Explained by Factor Structure

Desired Involvement Factor	Eigen-value	Percent of Variance	Cumulative Percent
1.	2.48	74.8	74.8
2.	.84	25.2	100.0
Frequency Desired Factor			
1.	4.85	80.8	80.8
2.	1.15	19.2	100.0
Extent Desired Factor			
1.	4.59	75.1	75.1
2.	1.52	24.9	100.0

TABLE 3.3

FREQUENCY DISTRIBUTIONS FOR ACTUAL AND DESIRED LEVELS OF INVOLVEMENT IN EACH DECISIONAL ISSUE

Decisional Issue #01 Specifying the learning objectives for each unit of instruction.

School

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	20	18	16	13	15	9	6	6	7	5	13	11	7	8	26	22	11	9	6	10	127	111
2	7	10	7	12	11	14	7	5	13	14	12	18	6	6	9	13	11	11	12	9	95	112
3	4	3	4	3	0	3	0	1	1	1	0	0	3	2	0	0	0	2	0	0	12	15
4	0	0	0	1	0	0	0	0	0	1	4	0	0	0	0	0	1	1	0	0	5	3
5	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	3	1
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(16)	16	(35)	35	(23)	23	(19)	19	(242)	242

Decisional Issue #02 Determining the administrative and organizational structure of your school.

School

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	1	2	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	5
2	3	5	0	1	0	0	0	2	0	0	0	3	2	4	0	4	0	0	0	1	5	20
3	8	16	0	7	1	12	1	1	0	1	0	6	6	6	2	12	1	12	0	5	19	78
4	11	4	14	10	12	5	11	9	7	11	18	10	3	4	12	11	19	8	9	6	116	78
5	8	3	15	10	13	9	1	0	14	9	11	9	5	2	21	8	2	2	10	7	100	59
	(31)	30	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(16)	16	(35)	35	(23)	22	(19)	19	(242)	240

Decisional Issue #03 Developing procedures for reporting student progress to parents.

School

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	11	15	3	7	6	6	3	3	0	0	2	4	2	3	12	16	6	5	4	5	49	64
2	4	6	9	10	2	4	2	4	8	10	7	11	8	9	2	4	2	1	3	7	47	66
3	8	8	10	11	2	14	2	3	5	5	3	8	6	4	8	9	7	10	3	4	54	76
4	5	0	7	1	16	2	0	1	5	6	12	5	0	0	4	5	1	1	3	2	53	23
5	2	1	0	0	0	0	6	2	3	0	5	1	0	0	9	1	7	6	6	1	38	12
	(30)	30	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(16)	16	(35)	35	(23)	23	(19)	19	(241)	241

Decisional Issue #4 Developing procedures for assessing student achievement in your subjects or courses.

School

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	24	24	19	16	16	10	8	8	9	6	13	13	9	8	21	20	18	14	15	12	152	131
2	4	2	5	11	1	8	3	4	9	12	13	15	7	7	5	11	3	7	1	4	51	81
3	1	5	3	2	5	7	1	0	1	3	0	0	0	1	1	2	0	1	0	2	12	23
4	0	0	2	0	4	0	0	0	0	0	1	0	0	0	2	1	1	1	1	0	11	2
5	21	0	0	0	0	1	1	1	2	0	1	0	0	0	5	0	0	0	2	1	13	3
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(28)	28	(16)	16	(34)	34	(22)	23	(19)	19	(239)	240

*Response set:
1 Individual Teachers
2 Instructional Teams or Subject Departments
3 Schoolwide Councils (IIC, Cabinets, etc.)
4 Building Administrators (Principals, etc.)
5 District Office or School Board

TABLE 3.3 (CONTINUED)

Decisional Issue #05 Establishing disciplinary policies in your school.

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	1	2	5	3	0	1	0	2	1	0	1	5	0	0	1	0	2	1	0	0	11	14
2	3	4	1	2	1	0	2	2	1	3	1	3	3	5	1	3	0	1	0	1	13	24
3	11	19	2	7	9	20	0	3	5	8	0	3	7	7	7	18	2	10	2	8	45	103
4	15	6	21	16	16	4	6	5	9	9	19	13	6	4	22	14	12	8	16	8	142	87
5	1	0	0	1	0	1	5	1	5	1	8	5	0	0	4	0	6	3	1	1	30	13
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(16)	16	(35)	35	(22)	23	(19)	18	(241)	241

Decisional Issue #06 Developing inservice programs for teachers in your school.

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	5	7	0	1	0	2	3	1	1	2	0	7	0	2	1	4	1	1	1	3	12	30
2	3	5	1	2	1	6	1	2	1	2	0	6	0	5	3	7	0	6	1	2	11	43
3	13	17	10	21	12	18	6	8	3	8	1	9	2	7	7	19	2	8	9	11	65	126
4	6	0	2	2	4	0	2	1	13	8	13	3	8	2	18	4	11	6	8	3	85	29
5	4	2	16	3	9	0	1	1	3	1	15	4	6	0	6	1	9	2	0	0	69	14
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(16)	16	(35)	35	(23)	23	(19)	19	(242)	242

Decisional Issue #07 Assigning students to instructional groups within your classes or teams.

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	12	14	10	14	11	8	3	4	8	7	12	12	4	5	10	11	7	8	10	13	87	96
2	10	13	11	14	3	11	9	9	10	13	12	14	8	10	19	18	10	12	4	4	96	118
3	4	3	3	0	0	2	0	0	0	0	1	1	2	1	0	1	4	0	0	1	14	9
4	5	1	5	1	12	5	0	0	3	1	3	1	2	0	5	4	2	3	5	1	42	17
5	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(28)	28	(16)	16	(34)	34	(23)	23	(19)	19	(240)	240

Decisional Issue #08 Planning the student advisory program in your school.

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	2	2	2	4	2	1	10	6	10	7	0	2	3	3	9	11	2	1	1	2	41	39
2	5	11	2	2	2	3	2	5	4	5	5	11	3	4	2	2	1	3	1	2	27	48
3	8	14	7	17	7	15	1	2	3	5	6	11	6	8	8	18	11	13	6	10	63	113
4	16	4	18	6	14	7	0	0	4	4	18	5	4	1	11	2	9	5	11	5	105	39
5	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3	1	0	1	0	0	4	2
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(16)	16	(33)	34	(23)	23	(19)	19	(240)	241

*Response set:
1 Individual Teachers
2 Instructional Teams or Subject Departments
3 Schoolwide Councils (IIC, Cabinets, etc.)
4 building Administrators (Principals, etc.)
5 District Office or School Board

TABLE 3.3 (CONTINUED)

Decisional Issue #09 Preparing the budget for your subject department or instructional team.

School

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	0	5	2	1	3	4	0	1	2	3	9	10	1	3	5	7	1	2	2	4	25	40
2	4	8	14	21	6	16	2	3	11	15	11	16	3	7	13	19	1	5	3	9	68	119
3	2	7	1	1	0	2	1	2	0	0	0	1	0	0	0	4	1	7	0	1	5	25
4	11	5	7	5	9	3	9	7	0	0	9	2	2	3	11	3	18	8	9	2	85	38
5	14	6	5	1	8	0	1	0	8	3	0	0	9	2	6	2	1	1	4	2	56	17
	(31)	31	(29)	29	(26)	25	(13)	13	(21)	21	(29)	29	(15)	15	(35)	35	(22)	23	(18)	18	(239)	239

Decisional Issue #10 Resolving problems or issues in school-community relations.

School

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	1	2	4	5
2	0	1	0	0	1	1	0	1	0	0	2	2	0	0	1	1	0	0	0	0	4	6
3	3	12	1	11	0	11	4	6	1	2	1	2	4	6	9	13	1	8	1	12	25	83
4	12	6	16	11	15	10	8	6	8	6	15	13	5	6	13	12	20	13	17	5	129	88
5	16	12	12	7	9	4	1	0	12	13	11	11	6	3	11	8	1	1	0	0	79	59
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(16)	16	(35)	35	(23)	23	(19)	19	(242)	242

Decisional Issue #11 Setting and revising the goals of your school.

School

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	0	4	2	5	0	2	1	1	0	1	4	6	2	2	2	2	1	1	0	1	12	25
2	3	8	1	3	0	0	5	5	0	1	5	9	1	4	2	4	2	2	3	5	22	41
3	14	18	9	15	6	18	6	7	8	11	7	11	8	8	14	21	10	18	5	12	87	139
4	14	1	15	6	13	3	0	0	7	5	5	0	5	2	7	6	9	1	10	1	85	25
5	0	0	2	0	7	3	1	0	5	2	8	3	0	0	10	2	1	1	1	0	35	11
	(31)	31	(29)	29	(26)	26	(13)	13	(20)	20	(29)	29	(16)	16	(35)	35	(23)	23	(19)	19	(241)	241

Decisional Issue #12 Determining the procedures to be used for the evaluation of teachers.

School

Responses*	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	0	3	0	3	0	1	0	3	0	0	3	3	0	3	1	6	1	2	0	1	5	25
2	2	4	0	1	2	5	0	1	0	1	1	7	0	1	0	1	2	1	0	4	7	26
3	15	18	2	9	9	16	0	1	2	6	2	8	0	3	6	15	0	3	1	7	37	86
4	4	2	8	9	7	3	6	3	2	6	7	4	8	8	10	10	0	0	6	3	58	48
5	10	4	19	7	8	1	7	5	17	8	15	6	7	0	18	3	20	17	12	4	133	55
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(28)	28	(15)	15	(35)	35	(23)	23	(19)	19	(240)	240

*Response set:

1	Individual Teachers
2	Instructional Teams or Subject Departments
3	Schoolwide Councils (IIC, Cabinets, etc.)
4	Building Administrators (Principals, etc.)
5	District Office or School Board

TABLE 3.3 (CONTINUED)

Decisional Issue #13 Planning student record-keeping procedures and practices.

	School																					
	01		02		03		04		05		06		07		08		09		10		Total	
Responses*	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	21	19	14	12	6	5	8	8	6	4	9	8	5	7	7	7	9	7	8	9	93	86
2	6	8	0	3	1	3	2	1	9	10	2	5	4	4	1	1	1	1	0	1	26	37
3	2	4	3	3	1	2	1	3	1	2	1	3	1	3	5	10	3	5	1	2	19	37
4	2	0	7	6	18	15	1	1	1	5	13	11	4	2	7	7	3	3	5	2	61	52
5	0	0	5	5	0	1	1	0	4	0	4	2	2	0	14	9	7	7	5	5	42	29
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(16)	16	(34)	34	(23)	23	(19)	19	(241)	241

Decisional Issue #14 Selecting textbooks and other instructional materials.

	School																					
	01		02		03		04		05		06		07		08		09		10		Total	
Responses*	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	7	12	4	4	11	7	0	2	2	5	12	10	5	5	7	9	5	8	4	7	57	69
2	17	15	22	23	13	16	9	9	13	13	13	15	8	10	17	17	7	9	10	10	129	137
3	3	4	3	2	1	2	1	1	3	2	3	3	2	1	5	5	1	3	2	2	24	25
4	2	0	0	0	1	1	0	0	1	0	0	0	1	0	0	0	1	0	1	0	7	1
5	2	0	0	0	0	0	3	1	2	1	0	0	0	0	6	4	9	3	2	0	24	9
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(28)	28	(16)	16	(35)	35	(23)	23	(19)	19	(241)	241

Decisional Issue #15 Allocating materials and equipment to subject departments or teams.

	School																					
	01		02		03		04		05		06		07		08		09		10		Total	
Responses*	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	1	5	3	2	3	3	1	1	1	1	1	1	0	1	1	2	2	2	0	2	13	20
2	10	15	5	7	3	15	3	6	5	7	6	10	2	2	3	6	1	4	3	9	41	81
3	2	6	0	8	2	4	0	1	1	2	0	3	1	1	1	4	0	4	2	5	9	38
4	15	5	17	11	13	4	9	5	6	8	18	12	6	11	25	20	18	11	12	3	139	90
5	3	0	3	0	5	0	0	0	8	3	3	2	6	1	3	1	1	1	2	0	34	8
	(31)	31	(28)	28	(26)	26	(13)	13	(21)	21	(28)	28	(15)	16	(33)	33	(22)	22	(19)	19	(136)	137

Decisional Issue #16 Determining grading procedures for evaluating the progress of your students.

	School																					
	01		02		03		04		05		06		07		08		09		10		Total	
Responses*	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	24	20	20	17	19	15	7	6	6	7	15	13	7	6	16	15	12	11	13	14	139	124
2	1	5	3	9	2	8	4	5	8	11	8	11	4	5	5	8	1	2	0	3	36	67
3	0	3	2	1	0	2	0	2	1	2	1	1	3	3	1	9	2	3	1	2	11	28
4	5	3	1	0	4	0	0	0	2	1	2	2	2	1	1	1	4	3	3	0	24	11
5	1	0	2	0	0	1	2	0	4	0	2	1	0	0	12	2	4	4	2	0	29	8
	(31)	31	(28)	27	(25)	26	(13)	13	(21)	21	(28)	28	(16)	15	(35)	35	(23)	23	(19)	19	(239)	238

*Response set:

1	Individual Teachers
2	Instructional Teams or Subject Departments
3	Schoolwide Councils (IIC, Cabinets, etc.)
4	Building Administrators (Principals, etc.)
5	District Office or School Board

TABLE 3.3 (CONTINUED)

Decisional Issue #17 Selecting department **chairpersons or team leaders.**

	School																					
	01		02		03		04		05		06		07		08		09		10		Total	
Responses*	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	1	8	2	2	4	5	1	2	0	0	3	6	3	3	1	1	2	4	10	10	27	41
2	2	13	6	15	3	17	0	2	0	4	12	15	1	3	0	2	4	11	7	7	35	89
3	2	2	0	0	0	2	0	0	0	1	0	0	3	1	4	4	1	2	0	2	10	14
4	26	7	20	12	17	2	12	9	13	14	14	8	8	8	30	28	16	6	2	0	158	94
5	0	1	1	0	2	0	0	0	8	2	0	0	0	0	0	0	0	0	0	0	11	3
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(15)	15	(35)	35	(23)	23	(19)	19	(241)	241

Decisional Issue #18 **Developing procedures for involving parents in planning the student's learning program.**

	School																					
	01		02		03		04		05		06		07		08		09		10		Total	
Responses*	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	7	8	4	2	1	2	2	3	1	2	1	4	0	2	3	3	2	3	4	4	25	33
2	5	6	4	7	0	4	6	7	1	1	3	7	3	6	5	6	0	0	2	6	29	50
3	2	11	9	13	4	14	2	2	6	8	7	11	4	6	12	17	7	11	2	6	55	99
4	12	4	8	5	15	5	3	1	9	8	13	6	5	2	10	7	6	2	9	3	90	43
5	3	0	3	2	5	0	0	0	4	2	5	1	4	0	4	2	6	5	1	0	35	12
	(29)	29	(28)	29	(25)	25	(13)	13	(21)	21	(29)	29	(16)	16	(34)	35	(21)	21	(18)	19	(234)	237

Decisional Issue #19 Evaluating how well your subject department or team is operating.

	School																					
	01		02		03		04		05		06		07		08		09		10		Total	
Responses*	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	3	6	3	2	0	2	1	2	1	0	4	4	0	0	4	3	8	2	3	3	27	24
2	7	11	4	7	4	10	5	7	3	10	9	17	3	8	13	21	5	7	4	8	57	106
3	1	9	0	3	2	5	0	1	0	3	0	2	1	3	1	3	0	1	0	0	5	30
4	20	5	20	17	20	9	6	1	17	8	16	6	11	5	16	8	9	13	10	8	145	80
5	0	0	2	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	2	0	6	1
	(31)	31	(29)	29	(26)	26	(13)	12	(21)	21	(29)	29	(16)	16	(34)	35	(22)	23	(19)	19	(240)	241

Decisional Issue #20 Hiring a new faculty member to teach in your subject department or instructional team.

	School																					
	01		02		03		04		05		06		07		08		09		10		Total	
Responses*	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3
2	7	18	0	5	4	14	0	3	0	11	1	11	4	6	0	3	0	1	0	10	16	82
3	0	3	0	3	3	5	0	1	0	1	0	1	0	1	1	2	0	0	0	1	4	18
4	20	7	24	20	17	6	13	9	12	7	25	15	7	8	14	21	12	13	9	5	153	111
5	4	1	5	1	2	1	0	0	9	2	3	2	5	0	19	8	11	9	10	3	68	27
	(31)	31	(29)	29	(26)	26	(13)	13	(21)	21	(29)	29	(16)	15	(34)	35	(23)	23	(19)	19	(241)	241

*Response set:
1 Individual Teachers
2 Instructional Teams or Subject Departments
3 Schoolwide Councils (IIC, Cabinets, etc.)
4 Building Administrators (Principals, etc.)
5 District Office or School Board

the issue should be retained as a technical level issue rather than be considered as a managerial issue. A similar analysis was applied to issues 17 and 19, resulting in their being retained in their original domains. Further analysis indicated that issues 18 and 20 were perceived by the respondents as managerial rather than technical level decisions and that issue 03 was perceived as a technical rather than a managerial decision. These perceptions were taken into account in subsequent analyses of the data in testing the relevant hypotheses of the study.

The perceptions of the respondent teachers of the items as being either technical or managerial were as follows:

Technical Domain Issues:

01 Specifying the learning objectives for each unit of instruction

03 Developing procedures for reporting student progress to parents

04 Developing procedures for assessing student achievement in your subjects or courses

07 Assigning students to instructional groups within your classes or team

09 Preparing the budget for your subject department or instructional team

13 Planning student record-keeping procedures and practices

14 Selecting textbooks and other instructional materials

16 Determining grading procedures for evaluating the progress of your students

19 Evaluating how well your subject department or team is operating

Managerial Domain Issues:

02 Determining the administrative and organizational structure of your school

05 Establishing disciplinary policies in your school

06 Developing inservice programs for teachers in your school

08 Planning the student advisory program in your school

10 Resolving problems or issues in school-community relations

11 Setting and revising the goals of your school

12 Determining the procedures to be used for the evaluation of teachers

15 Allocating materials and equipment to subject departments or teams

17 Selecting department chairpersons or team leaders

18 Developing procedures for involving parents in planning the student's learning program

20 Hiring a new faculty member to teach in your subject department or instructional team

The data in Table 3.3 also indicated a general trend for teachers to desire greater collegial (unit/department) decision making than currently existed for those issues identified as technical. For example, issue 01, "Specifying the learning objectives for each unit of instruction," was one which the majority of respondents perceived themselves as "actually" making the decision as individuals, but one in which there was increase in the number "desiring" that the issue should be a collegial one at the unit or department level. The same trend was apparent concerning technical issues 04, 13, 16, and 19. The other four technical level issues showed an alternative trend in which the respondents desired greater unit/department or individual teacher involvement in the decision-making process than currently existed. For example, issue 03, "Developing procedures for reporting student progress to parents," was one in which the majority of respondents desired that the issues should be primarily decided by individual teachers and/or unit/department groups. Thus, the overall "desired" trend in regard to all technical level issues was one which would either move them from the individual teacher to the unit/department group or move issues from the managerial level to the technical level. Hence, the end result was one in which there existed a desire for increased centralization on some technical level issues (01, 04, 13, 16, and 19) but for decentralization on other technical level issues (03, 07, 09, and 14).

A similar trend to that outlined above was also apparent for the managerial level issues with teachers "desiring" less decision making by the building administrators and more decision making by the buildingwide decision-making group (IIC or school council). For example, issue 02, "Determining the administrative and organizational structure of your school," was one in which the majority of respondents perceived the building administrators as "actually" making the decision, but one in which there was an increase in the number "desiring" that the issue should be a collegial one at the

IIC or school council level. However, unlike the trend at the technical level, the trend at the managerial level was uniformly one of decentralization for all managerial issues. The statistical significance of the shifts alluded to were addressed in the next section in relation to the second ancillary hypothesis of this study.

In order to proceed with the analysis of the data the following scoring procedure was used for frequency and extent: 1 to "never" or "no involvement"; 2 to "sometimes" or "little involvement"; 3 to "usually" or "some involvement"; and 4 to "always" or "great involvement."

The scoring procedure described above was used to compute the means for actual and desired frequency of involvement and for actual and desired extent of involvement for each decisional issue within and across schools (see Tables 3.4 and 3.5). The discrepancies between the actual and desired levels of involvement for the majority of the decisional issues indicated a general condition of decisional deprivation--that is, the desired levels of involvement were in nearly all cases higher than the reported actual levels of involvement. In regard to frequency of involvement the means for actual involvement in the technical and managerial domains were 25.89 and 18.92, respectively; whereas the corresponding means for desired involvement in the technical and managerial domains were 30.20 and 28.80 (see Table 3.6). Similar discrepancies between

TABLE 3.4

DISTRIBUTION OF MEANS* FOR ACTUAL AND DESIRED FREQUENCY OF INVOLVEMENT IN EACH DECISIONAL ISSUE.

	School																					
Technical Level Issues	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
01	3.7	3.8	3.5	3.7	3.2	3.6	3.2	3.2	3.3	3.5	3.3	3.5	3.6	3.7	3.7	3.9	3.5	3.7	3.4	3.6	3.5±.05	3.6±.04
03	3.1	3.3	2.8	3.3	2.3	3.1	2.2	2.5	2.6	3.3	2.2	2.9	2.9	3.2	2.7	3.3	2.3	2.6	2.4	3.2	2.6±.06	3.1±.05
04	3.3	3.7	3.4	3.6	2.9	3.5	3.5	3.6	3.3	3.6	3.4	3.7	3.8	3.9	3.4	3.6	3.6	3.6	3.6	3.7	3.4±.06	3.6±.05
07	3.0	3.5	2.8	3.3	2.4	3.3	3.4	3.5	3.3	3.6	3.0	3.4	2.9	3.1	3.5	3.6	3.1	3.5	2.7	3.4	3.0±.07	3.4±.06
09	1.7	2.9	2.6	3.2	2.3	3.3	1.8	2.5	2.5	3.3	2.7	3.4	1.7	3.2	2.5	3.2	1.7	2.9	1.9	3.3	2.2±.08	3.1±.06
13	3.2	3.4	2.7	2.9	1.8	2.5	2.5	2.8	2.9	3.2	2.3	2.6	2.6	3.5	2.1	3.1	2.2	2.6	2.0	2.7	2.4±.07	2.9±.07
14	3.0	3.5	3.4	3.7	3.6	3.9	2.8	3.2	2.8	3.6	3.3	3.4	3.6	3.8	3.0	3.3	2.6	3.2	3.0	3.7	3.1±.06	3.5±.05
16	3.5	3.7	3.5	3.5	3.6	3.7	3.2	3.5	3.1	3.7	2.9	3.4	3.6	3.8	3.1	3.7	3.0	3.3	3.7	3.9	3.3±.06	3.6±.05
19	2.4	3.1	1.7	2.7	2.0	3.2	2.0	3.0	2.1	3.0	2.4	3.0	2.9	3.6	2.7	3.5	2.9	3.3	2.4	3.6	2.4±.07	3.2±.06
Managerial Level Issues	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
02	1.6	2.5	1.4	1.9	1.4	2.2	1.3	2.1	1.4	2.2	1.3	2.1	1.8	2.7	1.4	2.6	1.5	2.2	1.2	2.3	1.4±.04	2.3±.05
05	2.2	2.9	1.9	2.3	2.1	3.2	1.8	2.7	1.6	2.5	2.1	2.7	2.0	2.9	2.1	3.0	1.8	2.6	1.6	2.9	1.9±.04	2.8±.05
06	2.2	2.7	1.8	2.6	1.8	2.9	2.2	2.8	1.3	2.2	1.4	2.6	1.9	3.1	2.0	3.1	1.6	2.4	1.9	2.6	1.8±.05	2.7±.06
08	1.6	2.4	1.6	2.4	1.2	2.1	2.8	2.9	2.9	3.0	1.7	2.4	2.5	2.9	1.5	2.5	1.4	1.9	1.5	2.4	1.7±.06	2.4±.06
10	1.6	2.2	1.5	2.1	1.5	2.3	1.9	2.4	1.6	2.2	1.7	2.3	1.8	2.3	1.6	2.5	1.5	2.2	1.5	2.7	1.6±.04	2.3±.05
11	2.0	2.9	1.9	2.7	1.5	2.7	1.9	2.5	1.8	2.5	2.2	3.0	2.6	3.1	2.3	3.0	2.0	2.6	1.5	3.1	2.0±.06	2.8±.05
12	1.9	2.9	1.3	2.3	1.6	2.9	1.5	2.4	1.3	2.4	1.8	2.8	1.6	2.8	1.4	3.0	1.3	2.3	1.2	3.0	1.5±.05	2.7±.06
15	2.0	2.9	2.0	2.3	2.0	3.2	2.2	2.5	2.2	3.1	2.4	2.9	1.8	2.8	1.9	2.9	1.6	2.2	1.8	2.9	2.0±.06	2.8±.06
17	1.6	2.8	1.7	2.4	1.7	3.2	1.5	2.6	1.3	2.4	1.9	2.8	1.4	2.4	1.2	2.6	1.6	2.9	3.3	3.6	1.7±.07	2.8±.07
18	1.7	2.5	1.9	2.4	1.6	2.8	2.4	2.6	1.7	2.4	1.9	2.6	2.1	2.8	2.1	2.6	1.6	2.4	1.8	3.1	1.9±.06	2.6±.06
20	1.7	3.1	1.4	2.8	1.7	3.2	1.5	2.3	1.4	2.7	1.1	2.4	1.5	2.5	1.1	2.2	1.2	1.8	1.3	2.8	1.4±.05	2.6±.07
Number of Respondents	31		29		26		13		21		29		16		35		23		19		242	

*Means for the total number of respondents are shown together with the standard error for each decisional issue.

Response set: 1. Never 2. Sometimes 3. Usually 4. Always

TABLE 3.5

DISTRIBUTION OF MEANS* FOR ACTUAL AND DESIRED EXTENT OF INVOLVEMENT IN EACH DECISIONAL ISSUE.

Technical Level Issues	School																					
	01		02		03		04		05		06		07		08		09		10		Total	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
01	3.6	3.9	3.6	3.8	3.2	3.6	3.4	3.3	3.6	3.8	3.4	3.7	3.7	3.8	3.8	3.8	3.6	3.8	3.6	3.8	3.6±.05	3.7±.04
03	3.2	3.4	3.0	3.4	2.3	3.1	2.4	2.7	2.8	3.4	2.3	3.0	3.3	3.5	2.9	3.4	2.6	2.9	2.5	3.3	2.8±.06	3.2±.05
04	3.2	3.6	3.5	3.8	3.0	3.7	3.5	3.7	3.4	3.6	3.6	3.8	3.9	3.9	3.5	3.8	3.6	3.7	3.7	3.9	3.5±.05	3.7±.03
07	3.3	3.7	3.0	3.5	2.3	3.1	3.7	3.7	3.4	3.7	2.8	3.3	3.3	3.6	3.4	3.7	3.1	3.6	2.9	3.7	3.1±.07	3.6±.05
09	1.7	2.9	2.8	3.5	2.5	3.4	1.9	2.8	2.5	3.2	2.8	3.4	2.1	3.3	2.9	3.5	1.8	3.0	1.9	3.1	2.3±.08	3.2±.06
13	3.3	3.6	2.5	2.9	1.8	2.5	2.9	3.1	2.9	3.4	2.3	2.8	2.8	3.4	2.3	3.2	2.5	2.9	2.1	3.2	2.5±.08	3.1±.06
14	3.0	3.5	3.7	3.8	3.7	3.8	3.1	3.4	2.8	3.6	3.6	3.7	3.6	3.9	3.3	3.6	2.7	3.3	3.2	3.8	3.3±.06	3.6±.04
16	3.4	3.7	3.6	3.7	3.5	3.7	3.6	3.6	3.2	3.7	3.1	3.6	3.7	3.9	2.9	3.8	3.1	3.7	3.6	4.0	3.3±.06	3.7±.04
19	2.4	3.4	1.9	3.0	2.0	3.2	2.2	2.8	2.1	3.3	2.5	3.1	3.1	3.6	2.9	3.6	2.8	3.3	2.4	3.7	2.4±.07	3.3±.05
Managerial Level Issues																						
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
02	1.6	2.9	1.5	2.3	1.4	2.3	1.6	2.5	1.3	2.5	1.3	2.4	1.7	2.8	1.5	2.7	1.5	2.4	1.3	2.5	1.5±.05	2.5±.06
05	2.4	3.0	2.1	2.8	2.5	3.4	1.9	3.0	1.6	2.9	2.1	3.1	2.3	3.1	2.3	3.4	2.0	2.7	1.7	3.1	2.1±.05	3.1±.05
06	2.3	2.9	2.0	2.8	1.8	3.2	2.3	2.6	1.3	2.6	1.6	3.0	1.9	3.2	2.2	3.3	1.8	2.8	1.9	2.7	1.9±.06	2.9±.05
08	1.7	2.4	1.8	2.5	1.2	2.0	2.8	3.2	3.0	3.0	1.8	2.6	2.6	3.2	1.5	2.6	1.6	2.1	1.5	2.3	1.8±.06	2.5±.06
10	1.7	2.5	1.6	2.4	1.7	2.4	2.0	2.4	1.6	2.3	1.9	2.7	1.9	2.5	1.6	2.6	1.7	2.3	1.6	2.6	1.7±.05	2.5±.05
11	2.0	3.2	1.9	2.9	1.5	2.7	2.2	2.7	1.7	2.9	2.2	3.2	2.6	3.2	2.5	3.2	2.2	3.0	1.6	3.1	2.0±.06	3.0±.05
12	2.0	3.1	1.3	2.4	1.6	3.2	1.7	2.6	1.4	2.6	1.9	2.9	1.6	3.1	1.4	3.1	1.4	2.4	1.3	3.1	1.6±.05	2.9±.06
15	2.1	3.1	2.0	2.8	1.9	3.3	2.2	2.5	2.1	3.0	2.4	3.2	1.6	2.7	2.0	3.0	1.7	2.6	1.9	3.1	2.0±.07	3.0±.06
17	1.5	3.2	1.7	2.7	1.8	3.2	1.4	2.5	1.3	2.7	1.8	2.8	1.4	2.4	1.3	2.5	1.6	3.0	3.2	3.6	1.7±.07	2.9±.07
18	1.8	2.7	1.8	2.6	1.7	2.7	2.3	2.6	1.8	2.5	2.1	3.0	2.1	2.8	2.1	2.7	1.9	2.9	1.9	3.1	1.9±.06	2.8±.06
20	1.9	3.4	1.4	3.0	1.7	3.3	1.5	2.7	1.4	2.9	1.1	2.7	1.4	2.6	1.2	2.5	1.2	2.1	1.3	3.1	1.4±.05	2.8±.07
Number of Respondents	31		29		26		13		21		29		16		35		23		19		242	

*Means for the total number of respondents are shown together with the standard error for each decisional issue.

Response set: 1. No involvement 2. Little involvement 3. Some involvement 4. Great involvement

TABLE 3.6

DISTRIBUTION OF MEANS FOR ACTUAL AND DESIRED FREQUENCY AND EXTENT OF INVOLVEMENT IN EACH DECISIONAL DOMAIN

Decisional Domain	Frequency				Extent			
	A		D		A		D	
	$\bar{X}$	σ	$\bar{X}$	σ	$\bar{X}$	σ	$\bar{X}$	σ
Technical	25.89	4.99	30.20	4.12	26.75	4.99	31.26	3.66
Managerial	18.92	4.55	28.80	5.99	19.71	5.17	30.87	5.83

	Discrepancies			
	$\bar{X}$	σ	$\bar{X}$	σ
Technical	- 4.31	4.00	- 4.51	3.94
Managerial	- 9.88	6.16	-11.16	6.20

actual and desired levels of involvement were also evident in regard to extent of involvement with the means for actual involvement in the technical and managerial domains being 26.75 and 19.71, respectively; whereas the corresponding means for desired involvement in the technical and managerial domains were 31.26 and 30.87. Two sample t tests based on the pooled standard deviations were calculated to test the significance of these differences and all were found to be significant at the .0000 level.

It was also apparent from the distribution of means that both the actual and the desired levels of involvement for technical issues were higher than the corresponding levels for managerial issues. The differences between the means shown in Table 3.6 were all found to be significant at the .05 level (using the two sample t test) except the difference between extent desired-technical ($\bar{X}$ = 31.26) and extent desired-managerial ($\bar{X}$ = 30.87).

A comparison of the discrepancies (see Table 3.6) between actual and desired levels of involvement also shows that the mean discrepancies for frequency and extent at the managerial level were -9.88 and -11.26, respectively, and that these were significantly greater (using the two sample t test) than the corresponding discrepancies for frequency and extent at the technical level, which were -4.31 and -4.51.

Dependent Variable

To test the reliability (internal consistency) of the job satisfaction questionnaire and its nine component scales, Cronbach Alpha coefficients were calculated and these are presented in Table 3.7. The coefficients were high in all but two of the scales (career future, school identification), and high (α = .89) for the total questionnaire, indicating that the items within each scale were measuring the same construct.

The job satisfaction data were then factor analyzed, using the SPSS Varimax Orthogonal Rotation program, to verify the scalar structure of the questionnaire which was indicated by factor analyses of the original Mendenhall data and of the revised and shortened version of the Job Satisfaction Survey instrument used in this study. The results shown in Table 3.8 offered strong support for the scalar structure in that even though only seven instead of nine scales were indicated, the other two scales were readily identifiable by visual analysis of the factor loadings. Only three of the 27 questions had factor loadings which placed them within a scale other than that to which they were perceived to belong. This was not seen as a serious defect in that the questions were distributed in different scales.

TABLE 3.7

RELIABILITY [INTERNAL CONSISTENCY] COEFFICIENTS FOR JOB SATISFACTION IN ALL SCHOOLS

Scale	Cronbach Alpha Coefficients	Number of Items
1. Administration/Supervision	.88	3
2. Co-workers	.67	3
3. Career Future	.56	3
4. School Identification	.50	3
5. Financial Aspects	.81	3
6. Work Conditions	.77	3
7. Amount of Work	.65	3
8. Pupil-Teacher Relations	.67	3
9. Community Relations	.75	3
Total Job Satisfaction (Scales 1-9)	.89	27

N = 242

TABLE 3.8

FACTOR ANALYSIS OF JOB SATISFACTION DATA

Varimax Rotated Factor Matrix

Scale	Question	Factor 1	2	3	4	5	6	7
1. Admin/Supervision	05	.77	.10	.02	-.02	.01	.07	.15
	06	.84 1	.10	-.02	.08	.06	.14	.13
	16	.80	.15	.06	.14	.04	.18	.02
2. Co-workers	01	.27	.09	.10	.03	.03	.65	.17
	08	.21	.05	.16	.19	.16	.80 2	.03
	25	.28	-.01	.15	.11	.16	.17*	.36
3. Career Future	03	.33	.47	.38 *	.13	.04	.01	-.04
	10	.35	.34	.36 3	.29	.04	.02	-.08
	14	.29	.23	.47	-.02	.21	.01	.15
4. School Identification	07	.39	.31	.14	.37	.08	.23	-.11
	18	.35 4	.01	.14	.10	.00	.04	.33
	27	.49	.04	.12	.32	.21	.23	.08
5. Financial Aspects	04	.11	.78	.00	.06	.17	.04	.09
	19	.14	.77 5	.03	.17	.21	.00	.07
	24	.05	.50	.04	.36	.23	.14	.12
6. Work Conditions	15	.03	.19	.07	.13	.78	.04	.07
	20	.08	.07	.12	.06	.79 6	.04	.01
	22	.06	.18	.12	.10	.51	.09	.03
7. Amount of Work	02	-.03	.37	.36	.08	.05	.10	.14 *
	17	.15	.20	.31	.04	.06	.07	.59 7
	23	.08	.31	.34	.09	-.05	.12	.39
8. Pupil-Teacher Relations	11	-.07	.05	.64	.20	.05	.14	.12
	13	.08	-.02	.43 8	.06	.03	.08	.13
	21	.02	.00	.60	.09	.30	-.01	.03
9. Community Relations	09	.21	.12	.18	.74	.10	.05	.00
	12	.22	.34	.29	.47 9	.05	.09	-.03
	26	-.02	.16	.09	.68	.18	.08	.26

*Questions which did not have the highest factor loading within the factor to which they belong.

Variance Explained by Factor Structure

Factor	Eigenvalue	Percent of Variance	Cumulative Percent
1.	6.89	49.0	49.0
2.	2.07	14.7	63.6
3.	1.40	9.9	73.6
4.	1.27	9.0	82.6
5.	1.05	7.5	90.1
6.	.81	5.8	95.8
7.	.58	4.2	100.0

The nine scales of the questionnaire included the following questions:

Scale 1. Administration-Supervision

How satisfied are you with:

05 the opportunities provided to discuss problems with building administrators?

06 the trust you have in your building administrators?

16 the professional competence and leadership of your building administrators?

Scale 2. Co-workers

01 the amount of work done by other teachers in your school?

08 the quality of work of other teachers in your school?

25 the personal and social relationships you have with other teachers?

Scale 3. Career Future

03 your opportunities for growth in your profession?

10 your future in your school district?

14 the opportunities that you have to develop your areas of special interest?

Scale 4. School Identification

07 the general reputation of your school?

18 your awareness of what is "going on" in your school?

27 the goals and objectives emphasized by your school?

Scale 5. Financial Aspects

04 the amount of money you make?

19 the salary schedule in your school district?

24 the fringe benefits in your school district?

Scale 6. Work Conditions

15 the physical facilities of your school?

20 the arrangement of space and equipment in your school?

22 the availability of appropriate instructional materials and equipment?

Scale 7. Amount of Work

02 the number of students for whom you are responsible?

17 the number of courses for which you must prepare?

23 the amount of work you are expected to do?

Scale 8. Pupil-Teacher Relations

11 the extent to which you are able to meet your students' affective needs?

13 the quality of your interactions with your students?

21 the extent to which you are able to meet your students' academic needs?

Scale 9. Community Relations

09 the understanding of your school's program by parents and the community?

12 the extent to which the community recognizes and appreciates its educators?

26 the community's involvement in your school's program?

Table 3.9 presents the distribution of means for levels of job satisfaction within and across schools for each of the 27 questions and for each of the nine scales of the questionnaire. The scoring procedure used to calculate satisfaction levels was based on each response being given the following values: 1 = very dissatisfied; 2 = dissatisfied; 3 = satisfied; and 4 = very satisfied.

TABLE 3.9

DISTRIBUTION OF MEANS* FOR LEVELS OF JOB SATISFACTION

Scale	Question	School										Total	Scale X̄ and σ for all Respondents	
		01	02	03	04	05	06	07	08	09	10		X̄	σ
1. Administration/ Supervision	05	2.7	3.0	2.3	3.3	3.1	3.1	3.6	3.3	2.8	2.3	2.9± .05	8.82	.81
	06	2.5	2.6	2.2	3.5	3.1	3.2	3.8	3.5	2.7	2.3	2.9± .06		
	16	2.6	2.8	2.2	3.4	3.3	3.3	3.8	3.5	2.8	2.4	3.0± .06		
2. Co-workers	01	2.5	2.9	2.9	3.5	3.1	3.2	3.2	3.1	2.8	2.5	2.9± .05	9.12	.52
	08	2.6	3.0	3.2	3.2	3.1	3.2	3.2	3.3	2.9	2.6	3.0± .04		
	25	3.0	3.1	3.2	3.5	3.0	3.2	3.4	3.4	3.1	3.0	3.2± .04		
3. Career Future	03	3.0	2.5	2.7	3.5	2.9	3.2	3.0	3.1	2.7	2.6	2.9± .05	8.64	.63
	10	2.9	2.7	2.7	3.0	2.9	3.0	2.8	3.3	2.6	2.1	2.8± .05		
	14	2.9	2.9	2.8	2.6	3.0	3.2	3.1	2.9	2.9	2.7	2.9± .05		
4. School Identification	07	2.6	2.5	2.8	3.5	3.3	3.4	2.8	3.6	2.3	2.9	3.0± .05	8.79	.52
	18	2.7	3.0	2.7	3.0	2.9	2.9	3.4	3.0	2.6	2.8	2.9± .05		
	27	2.6	2.8	2.8	3.1	3.0	3.0	3.4	3.2	2.9	2.6	2.9± .04		
5. Financial Aspects	04	2.3	1.9	2.1	2.2	2.1	2.9	1.8	2.3	1.7	2.4	2.2± .06	6.87	.71
	19	2.2	2.0	2.1	2.2	2.2	3.1	1.6	2.6	1.9	2.2	2.3± .06		
	24	2.0	2.1	2.7	2.4	2.2	2.8	1.9	2.9	2.4	2.5	2.4± .05		
6. Work Conditions	15	2.7	2.9	3.7	2.8	2.9	3.5	2.3	3.0	3.2	2.8	3.0± .06	8.73	.68
	20	2.3	2.8	3.1	2.8	3.0	3.1	2.3	2.6	2.9	2.8	2.7± .06		
	22	2.8	2.7	3.1	3.0	3.0	3.4	2.8	2.9	3.3	2.7	3.0± .05		
7. Amount of Work	02	2.5	2.6	2.8	2.6	2.9	3.3	3.1	2.5	2.3	2.8	2.7± .05	8.49	.56
	17	2.9	2.8	3.1	2.4	2.9	3.2	3.1	3.1	2.8	3.1	3.0± .05		
	23	2.7	2.8	2.8	2.3	3.0	3.0	3.0	3.0	2.6	2.8	2.8± .04		
8. Pupil-Teacher Relations	11	2.5	2.7	2.8	2.8	3.0	2.9	2.9	2.7	2.4	2.7	2.7± .04	8.79	.50
	13	3.3	3.4	3.0	3.5	3.4	3.2	3.4	3.3	2.9	3.2	3.2± .04		
	21	2.7	3.0	3.0	2.7	3.0	2.9	2.8	2.8	2.7	2.9	2.8± .04		
9. Community Relations	09	2.1	2.2	2.3	2.8	2.6	2.8	2.4	3.0	2.2	2.5	2.5± .05	7.32	.58
	12	2.3	2.2	2.3	2.2	2.6	2.7	2.1	2.8	2.0	1.8	2.3± .05		
	26	2.3	2.3	2.5	2.3	2.5	3.0	2.0	2.7	2.4	2.5	2.5± .05		
Mean Job Satisfaction		70.0	72.1	73.8	78.0	78.2	83.4	76.9	81.2	70.8	70.9	75.6± .68	8.40	
Number of Respondents		31	29	26	13	21	29	16	35	23	19	242		

*Means for total number of respondents are shown together with the standard error for each question.

Response set: 1. Very dissatisfied 2. Dissatisfied 3. Satisfied 4. Very satisfied

This resulted in a potential range of scores from 27 to 108 for each respondent. Respondents were least satisfied with the financial rewards and with school-community relationships; they were most satisfied with co-worker relations. Overall, respondents expressed general satisfaction ($\bar{X}_{JS} = 75.6$) with their professional circumstances, but there were differences in levels of job satisfaction between schools, with the range in mean being from 70.0 for School 01 to 83.40 in School 06. The differences cited above were all significant at the .05 level.

Contingency Variables

A number of researchers and theoreticians (Vroom, 1959; Bridges, 1967; Lipham, 1974; Yukl, 1971; Alutto & Belasco, 1972; Mohrman et al., 1978; Davis, 1978) have emphasized repeatedly that the nature of involvement by superordinates in the decision-making process is contingent upon both situational and personal variables.

The situational variables addressed in this study included type of school (rural, suburban, urban), size of school, and the grade levels constituting each school, the details of which were presented in Table 2.1. The personal variables considered were age, years of teaching experience, years of teaching experience in present school, sex, position in school (teacher, team leader, department chairperson), grades taught, main teaching subject, highest educational qualification and professional association and/or union membership. Tables 3.10 to 3.16 present the data for each of these variables. The hypothetical "average" respondent

TABLE 3.10

DISTRIBUTION OF MEANS FOR AGE, YEARS OF TEACHING EXPERIENCE, AND YEARS OF TEACHING EXPERIENCE IN PRESENT SCHOOL

	School										
Variable	01	02	03	04	05	06	07	08	09	10	Total
Age	39.4	35.6	36.4	37.2	36.0	37.6	37.9	34.5	37.9	37.8	36.9
Teaching experience	13.0	12.1	11.5	10.9	8.9	12.6	13.1	9.1	12.4	10.4	11.4
Current school experience	9.4	9.2	9.2	4.8	4.8	8.7	7.6	4.3	6.9	5.5	7.2
Number of respondents	31	29	26	13	21	29	16	35	23	19	242

TABLE 3.11

SEX OF RESPONDENTS

	School										
Variable	01	02	03	04	05	06	07	08	09	10	Total
Male	14	17	15	4	6	18	7	4	2	4	91
Female	17	12	11	9	15	11	9	31	21	15	151
Number of respondents	31	29	26	13	21	29	16	35	23	19	242

TABLE 3.12

NUMBER OF TEAM LEADERS AND/OR* DEPARTMENTAL CHAIRPERSONS

	School										
Variable	01	02	03	04	05	06	07	08	09	10	Total
Team Leaders	7	2	0	2	5	3	4	12	4	0	39
Department Chairpersons	5	8	7	2	6	0	0	0	0	5	33

*Respondents may be team leaders and/or department chairpersons.

TABLE 3.13

NUMBER OF RESPONDENTS TEACHING AT EACH GRADE LEVEL*

	School										
Variable	01	02	03	04	05	06	07	08	09	10	Total
Grade 6	0	14	0	11	20	0	0	24	23	0	92
Grade 7	30	19	16	10	20	27	16	19	23	16	196
Grade 8	30	18	19	7	21	25	16	0	0	16	152
Grade 9	1	2	0	0	2	0	0	0	0	15	20

*Respondents may teach at one or more grade levels.

TABLE 3.14

NUMBER OF RESPONDENTS WITH MAIN TEACHING RESPONSIBILITY IN EACH SUBJECT FIELD

	School										
Subjects	01	02	03	04	05	06	07	08	09	10	Totals
1. Art	1	1	2	0	2	1	1	1	1	3	13
2. Business Educ.	0	0	0	0	0	0	0	0	0	1	1
3. English/Lang. Arts	7	3	4	2	5	6	3	5	7	4	46
4. Foreign Langs.	0	1	0	0	0	0	0	0	0	2	3
5. Home Economics	2	0	2	1	0	1	0	1	1	1	9
6. Indus. Arts/Agric.	2	1	2	0	1	2	0	1	0	1	10
7. Mathematics	4	2	3	1	1	4	2	5	0	1	23
8. Music	1	3	1	1	2	2	1	2	0	0	13
9. Physical Educ.	2	2	2	0	2	1	2	1	2	0	14
10. Science	4	4	4	0	2	3	1	5	6	0	29
11. Social Studies	4	3	4	3	3	4	3	5	2	1	32
12. Special Educ.	0	2	1	1	2	2	2	1	2	3	16
13. Other	4	7	1	4	1	3	1	8	2	2	33
Number of Respondents	31	29	26	13	21	29	16	35	23	19	242

TABLE 3.15

HIGHEST EDUCATIONAL QUALIFICATION OF RESPONDENTS

	School										
Qualification	01	02	03	04	05	06	07	08	09	10	Total
Teacher's Certificate	0	0	1	0	0	0	0	1	0	0	2
Bachelor's Degree	17	14	17	6	14	17	8	16	12	7	128
Master's Degree	13	15	8	6	4	10	7	17	11	12	103
Specialist Degree	1	0	0	1	3	2	1	1	0	0	9
Doctoral Degree	0	0	0	0	0	0	0	0	0	0	0
Number of Respondents	31	29	26	13	21	29	16	35	23	19	242

TABLE 3.16

PROFESSIONAL ASSOCIATION OR UNION MEMBERSHIP STATUS OF RESPONDENTS

	School										
Status	01	02	03	04	05	06	07	08	09	10	Total
No membership	1	0	1	8	2	2	0	14	5	0	33
Member only	16	14	18	2	9	14	7	13	9	12	114
Active member	10	13	5	3	10	10	5	7	7	5	75
Very active member	4	2	2	0	0	3	4	1	2	2	20
Number of respondents	31	29	26	13	21	29	16	35	23	19	242

was 37 years of age with 11 years of teaching experience, 7 of which had been in his/her present school. The majority of respondents were female, taught at the grade 7 level, taught English, had a bachelor's degree and were members of a professional association and/or union. This résumé, of course, does not summarize the diverse characteristics of the respondent teachers which are presented in the tables cited.

Statistical Analysis of the Data

This section presents the statistical analysis of the data collected in relation to each of the hypotheses posited in the study.

Scoring Procedure

As indicated in Chapter 1, one of the major problems associated with studies of decisional involvement has been in relation to the adoption of a scoring procedure which gives an accurate indication of each individual's decisional condition (deprivation, equilibrium or saturation). The scoring procedures employed by Alutto and Belasco (1972), Conway (1976), and Mohrman et al. (1978) were each plagued by the cancellation effect when the discrepancy values were summed across items to give an overall decisional condition. For example, if the Alutto and Belasco response format of "yes" - "no" was used, a teacher may indicate a deprived state on one issue, a saturated state on another issue and a state of equilibrium on all other issues. If the deprived and saturated states were given equal value, as they were in the Alutto and Belasco study, then the algebraic sum of the values would place this particular teacher in an overall decisional condition of equilibrium which would be clearly different to another teacher's condition of equilibrium if the second teacher's condition were derived by summing, say, ten deprivation and ten saturation scores. The end result in terms of a decisional condition score for both teachers would be identical but their decision involvement profiles would be quite different.

Another problem, identified by Mohrman et al. (1978), exists in relation to the assumption that all decisional issues are of equal relevance and importance to the respondents. This is reflected in the scoring procedures used by Alutto and Belasco (1972) and Conway (1976). Parsons (1951) emphasized that qualitatively different types of decisions are made at each hierarchical level (technical, managerial, and institutional) within an organization, and to ignore this fact is to overlook the multidimensional nature of decision making.

A further problem, identified by Lipham (1974), Conway (1976), and Davis (1978), is related to the assumption by many researchers that decisional participation can be measured in terms of frequency of participation (rate) only. Such an assumption ignores the quality ("nature," "level," or "extent") of participation.

To alleviate some of the foregoing problems, the researcher used the "modified decisional condition" method of scoring, first used by Conway (1976, p. 135) to calculate the decisional condition of each respondent. This involved the assignment of values in the following way: 1 to "never," 2 to "sometimes," 3 to "usually," and 4 to "always" in respect to frequency of involvement. The same scoring procedure was applied to extent of involvement by assigning a value of 1 to "no involvement," 2 to "little involvement," 3 to "some involvement," and 4 to "great involvement." The decisional condition (DC) for each issue was then calculated by subtracting the "desired" (D) participation from the "actual" (A) participation (i.e., DC = A - D). This was done separately for both frequency and extent of involvement. A negative result (-1, -2, or -3) indicated deprivation, a zero indicated equilibrium, and a positive result (+1, +2, or +3) indicated saturation for each item. Thus a difference of ±1 was considered as being indicative of slight saturation or deprivation, ±2 as indicative of saturation or deprivation, and ±3 as indicative of severe saturation or deprivation.

It was recognized that although this procedure indicated the decisional condition for each issue, an additional procedure needed to be adopted which gave at least partial summation in order to avoid dealing with an unwieldy number of correlations in testing the hypotheses of the study. Also, the study was more concerned with general decisional conditions rather than decisional conditions in regard to the specific issues which were chosen as representative of those many issues deemed to be characteristic of most school operations. Thus, the decisional condition scores were summed separately for those issues identified as being either technical or managerial.

The overall effects of these scoring procedures were to reduce the cancellation effect of summing across issues; to differentiate decisional conditions in respect to technical and managerial issues; to differentiate decisional conditions in respect to frequency and extent of involvement; and to ascertain their joint effect within each decisional domain.

As indicated in the descriptive overview of the data collected, the technical domain issues were perceived by the respondents to include items 01, 03, 04, 07, 09, 13, 14, 16, and 19, thus giving a potential range of scores for these nine issues from -27 (severe deprivation) to +27 (severe saturation). Likewise, the managerial domain issues perceived by the respondent teachers included items 02, 05, 08, 10, 11, 12, 15, 17, 18, and 20, thus giving a potential range of scores for those eleven issues from -33 (severe deprivation) to +33 (severe saturation).

Testing the Hypotheses

In testing the hypotheses of the study it was first necessary to determine the general decisional condition (DC) of all respondents in regard to their actual and desired frequency and extent of involvement in both the technical and managerial domains. SPSS computer programs were used to calculate these general decisional conditions (using the formula DC = A - D) by summing the scores for each issue within each decisional domain.

The frequency distribution of decisional conditions for each decisional issue is shown in Table 3.17. It reveals that for each of the technical domain decisions (frequency and extent) the majority of respondents were at equilibrium even though the general decisional condition was one of deprivation (see Table 3.18). The managerial domain issues did not display the same consistency as did the technical issues in that the majority of respondents were either deprived or at equilibrium.

The frequency distribution shown in Table 3.17 also revealed that the distributions for frequency and extent of involvement were very similar, particularly in the technical domain. This may indicate that frequency and extent of involvement were not perceived by the respondents as independent concepts, and that the decisional condition in one dimension reflects the decisional condition in the other dimension, thus making it superfluous to measure and to use both in explaining the variance in the level of job satisfaction. This issue was addressed in testing the second and third hypotheses of the study.

The distributions of decisional condition mean scores in each decisional domain are presented in Table 3.18. They confirm

TABLE 3.17

FREQUENCY OF DECISIONAL CONDITIONS* FOR EACH DECISIONAL ISSUE IN EACH OF THE DECISIONAL DOMAINS

Decisional Issues	Frequency of Involvement							MC	Decisional Issues	Extent of Involvement							MC
	-3	-2	-1	0	+1	+2	+3			-3	-2	-1	0	+1	+2	+3	
Technical									**Technical**								
01	4	8	22	203	4	1	0		01	4	6	27	201	3	0	0	1
03	4	20	78	136	3	1	0		03	1	25	70	136	7	1	1	1
04	3	12	42	178	4	1	0	2	04	3	13	38	185	3	0	0	
07	11	22	37	165	4	1	2		07	9	23	41	166	2	0	1	
09	26	52	54	104	3	2	1		09	23	48	60	105	5	1	0	
13	5	29	52	150	4	2	0		13	4	33	61	134	8	1	0	1
14	3	16	57	162	3	0	1		14	1	14	61	162	3	0	0	1
16	5	9	51	172	2	2	0	1	16	9	15	46	167	2	2	1	
19	19	38	78	101	4	2	0		19	20	47	69	100	5	1	0	
Managerial									**Managerial**								
02	8	38	111	80	5	0	0		02	10	67	93	70	2	0	0	
05	7	40	105	86	3	1	0		05	8	62	84	84	4	0	0	
06	17	43	88	91	2	1	0		06	15	65	77	82	3	0	0	
08	8	32	88	107	5	2	0		08	6	42	79	106	8	1	0	
10	6	27	106	99	3	1	0		10	4	40	104	89	3	2	0	
11	9	49	81	99	4	0	0		11	12	67	68	92	3	0	0	
12	33	35	83	70	1	0	0		12	34	78	63	62	4	1	0	
15	17	39	73	107	5	1	0		15	17	50	81	91	3	0	0	
17	42	39	67	89	4	0	1		17	41	59	48	90	3	1	0	
18	7	36	90	104	4	1	0		18	6	50	89	91	5	1	0	
20	40	50	76	74	2	0	0		20	53	69	51	68	1	0	0	

*Decisional Condition (DC) = Actual Involvement (A) - Desired Involvement (DC); i.e., DC = A - D.

-3 Severe deprivation
-2 Deprivation
-1 Slight deprivation
0 Equilibrium
+1 Slight saturation
+2 Saturation
+3 Severe saturation

N = 242

MC = Missing cases

TABLE 3.18

DISTRIBUTION OF DECISIONAL CONDITION MEAN SCORES* IN EACH DECISIONAL DOMAIN

Decisional Domain $\bar{X}$ Scores	School										Total*	Potential Range of Scores
	01	02	03	04	05	06	07	08	09	10		
FRQTECH	- 4.1	- 3.6	- 5.8	- 3.0	- 4.7	- 3.8	- 3.9	- 4.4	- 3.7	- 6.0	- 4.3± .257	-27 to +27
FRQMGT	- 9.8	- 7.8	-12.5	- 6.9	- 9.1	- 9.3	- 9.3	-11.5	- 8.4	-12.5	- 9.9± .396	-33 to +33
EXTTECH	- 4.8	- 3.6	- 5.8	- 2.3	- 4.9	- 4.2	- 3.7	- 4.4	- 4.3	- 6.3	- 4.5± .253	-27 to +27
EXTMGT	-11.3	-10.0	-12.9	- 7.5	-11.3	-11.1	-10.6	-12.1	-10.0	-13.1	-11.2± .399	-33 to +33

N = 242

*Mean scores for each decisional domain across all schools are shown together with their standard errors.

that a general condition of deprivation existed in all schools and that the frequency and extent of involvement at the technical level had significantly less deprivation associated with them than did frequency and extent of involvement at the managerial level. This was true for all schools even though the deprivation levels varied from school to school, with School 04 having the lowest deprivation levels and School 10 having the highest deprivation levels in each decisional domain.

Although the frequency distribution presented in Table 3.17 gives an accurate picture of the decisional condition of respondents for each decisional issue, the information is more interesting than useful to the basic purpose of this study, in that the particular decisional issues are merely representative of a plethora of similar issues in the school situation. This study was more concerned with general rather than particularistic decisional conditions, and in order to derive a measure of each respondent's general decisional condition in each of the decisional domains, the decisional condition scores for all issues within each domain were summed, giving the following ranges of scores: frequency (technical) -19 to +4; frequency (managerial) -28 to 0; extent (technical) -20 to +1; and extent (managerial) -28 to +2. The ranges of scores together with frequencies are shown in Table 3.19. To categorize all negative scores as representative of a broadly defined condition of deprivation would be inappropriate, just as

TABLE 3.19

FREQUENCY DISTRIBUTION OF DECISIONAL CONDITION SCORES

Discrepancy Scores	Decisional Domains			
	FRQTECH	FRQMGT	EXTTECH	EXTMGT
-28		2		2
-27		1		1
-26		1		4
-25		1		
-24		1		
-23				2
-22		4		2
-21		3		6
-20		7	1	1
-19	1	5		9
-18		5	1	12
-17		7	1	13
-16	2	7		13
-15	4	12	1	11
-14	2	12	4	10
-13	4	7	5	12
-12	6	11	6	10
-11	2	13	3	16
-10	3	13	4	13
- 9	9	18	5	15
- 8	12	20	16	18
- 7	13	17	16	17
- 6	14	11	14	8
- 5	25	12	31	12
- 4	27	10	18	6
- 3	24	10	29	6
- 2	29	19	27	13
- 1	31	7	24	4
0	27	6	31	5
+1	2		5	
+2	2			1
+3	1			
+4	2			

N = 242

it is inappropriate to categorize those respondents with a precise score of zero as being at equilibrium. It therefore seemed appropriate to use a procedure which: (1) redefined equilibrium as a range of scores rather than a definitive point along a continuum, and (2) differentiated the amount of deviation on either side of the equilibrium.

The procedure used created six decisional groups, three on either side of the mean decisional condition score within each domain. The grouping was based on standard deviations about the mean and resulted in groups which were categorized as follows:

Groups 1 and 2:	severely deprived	$\bar{X} - >2$ and $\bar{X} - 2\sigma$
Group 3	:	deprived	$\bar{X} - 1\sigma$
Group 4	:	slightly deprived	$\bar{X} + 1\sigma$
Group 5	:	equilibrium	$\bar{X} + 2\sigma$
Group 6	:	slightly saturated	$\bar{X} + >2\sigma$

The descriptors for each group were established on the basis that Group 5 included respondents with low negative, zero, or low positive scores and could therefore be considered to be essentially at equilibrium. The other descriptors were employed so as to be indicative of those conditions referred to by Conway (1976). Table 3.20 summarizes the main details for each decisional group within each decisional domain. It will be noted that the majority of the respondents were in the condition of slight deprivation (Group 4) and that there was less deprivation associated with technical level issues than with managerial issues.

TABLE 3.20

DECISIONAL CONDITION GROUPS ESTABLISHED IN EACH DECISIONAL DOMAIN

Decisional Domains	Decisional Condition Groups					
	1 <($\bar{X}$ - 2σ)	2 $\bar{X}$ - 2σ	3 $\bar{X}$ + 1σ	4 $\bar{X}$ + 1σ	5 $\bar{X}$ + 2σ	6 >($\bar{X}$ + 2σ)
FRQTECH $\bar{X}$ = - 4.314 σ = 3.998	<-12.310 N=13	-12.310 to - 8.301 N=20	- 8.300 to - 4.315 N=64	- 4.314 to - 0.321 N-111	- 0.320 to 3.690 N=32	> 3.690 N=2
FRQMGT $\bar{X}$ = - 9.880 σ = 6.159	<-22.200 N=6	-22.200 to -16.031 N=31	-16.030 to - 9.881 N=75	- 9.880 to - 3.731 N=88	- 3.730 to 2.440 N=42	> 2.440 N=0
EXTTECH $\bar{X}$ = - 4.512 σ = 3.942	<-12.390 N=13	-12.390 to - 8.451 N=18	- 8.450 to - 4.513 N=77	- 4.512 to - 0.571 N=98	- 0.570 to 3.370 N=36	> 3.370 N=0
EXTMGT $\bar{X}$ = -11.165 σ = 6.200	<-23.560 N=7	-23.560 to -17.361 N=32	-17.360 to -11.166 N=69	-11.165 to - 4.961 N=99	- 4.960 1.240 N=34	> 1.240 N=1

Having determined the decisional condition for all respondents in each of the decisional domains allowed the first hypothesis of the study to be tested.

Hypothesis 1:

> The mean scores attained on job satisfaction will not differ for each of the decisional conditions of deprivation, equilibrium or saturation in each decisional domain for either frequency or extent of involvement.

The rationale underlying the hypothesis is that decisional condition is related to job satisfaction, with respondents in a condition of decisional equilibrium having a higher level of job satisfaction than those in a condition of deprivation or saturation. It was further reasoned that the relationship should be determined for frequency and extent taken separately in each of the decisional domains in order to avoid the masking effect of aggregating decisional condition scores which were perceived to be qualitatively different.

To test the hypothesis, a oneway analysis of variance was computed to determine whether the job satisfaction mean scores differed for each of the decisional condition groups, and whether there was any significant departure from linearity in the relationships. A Pearson product-moment correlation was also computed to test the strength of the relationships between job satisfaction and the decisional condition of respondents in each domain and dimension (frequency and extent). The results of these computations are shown in Table 3.21. They indicate only partial support for the

TABLE 3.21

JOB SATISFACTION LEVELS FOR EACH DECISIONAL CONDITION GROUP

ecisional Domain	Decisional Condition Groups 1		2		3		4		5		6		All		Pearson Corr.*	Linear Deviation	F Prob.	Homogeneity of Subsets
	$\bar{X}$	σ	$\bar{X}$	σ	$\bar{X}$	σ	$\bar{X}$	σ	$\bar{X}$	σ	$\bar{X}$	σ	$\bar{X}$	σ				
RQTECH	[67.5	10.1	68.6	9.3]	73.7	11.2	[78.3	9.9	78.4	9.1]	70.5	.71	75.6	10.6	.33	.1491	.0000	(1,2,3,6) (3,4,5,6)
RGMGT	72.8	7.9	[69.6	9.0	72.5	11.5]	[77.7	9.3	81.7	9.2]	0	0	75.6	10.6	.33	.2671	.0000	(1,2,3) (1,4,5)
XTTECH	[68.0	8.4	70.4	10.5]	73.8	11.4	[78.0	10.1	78.6	8.6]	0	0	75.6	10.6	.34	.6594	.0003	(1,2,3) (3,4,5)
XTMGT	71.7	7.8	[69.2	10.4]	73.7	10.0	[76.8	10.3	83.0	9.1]	72.0	0	75.6	10.6	.35	.2564	.0000	(1,2,3,6) (1,3,4,5,6)

p = .001

null hypothesis as it applies to each domain and dimension. There was no significant departure from linearity and the strength of the job satisfaction-decisional condition correlations were only moderate.

The specific results of the analyses were as follows:

Frequency (technical): Respondents in a condition of severe deprivation (Groups 1 and 2) had a significantly lower level of job satisfaction than respondents in a condition of slight deprivation or equilibrium (Groups 4 and 5). Group 3 (deprived) and Group 6 (slightly saturated) did not differ significantly in their level of job satisfaction from either of the above groups, thus giving partial support for the null hypothesis.

Frequency (management): Respondents in a condition of severe deprivation (Group 2) and deprivation (Group 3) had a significantly lower level of job satisfaction than respondents in a condition of slight deprivation or equilibrium (Groups 4 and 5). There were no respondents in a state of saturation. Respondents in a very severe state of deprivation (Group 1) did not differ significantly in their level of job satisfaction from those in other decisional conditions. These results gave partial support for the null hypothesis.

Extent (technical): Respondents in a condition of severe deprivation (Groups 1 and 2) had a significantly lower level of job satisfaction than respondents in a condition of slight deprivation or equilibrium (Groups 4 and 5). Again, there were no respondents in a state of saturation. Respondents in the state of deprivation (Group 3) did not differ significantly in their level of job satisfaction from those in other decisional conditions. These results gave partial support for the null hypothesis.

Extent (management): Respondents in a condition of severe deprivation (Group 2) had a significantly lower level of job satisfaction than respondents in a condition of slight deprivation or equilibrium (Groups 4 and 5). Respondents in conditions of very severe deprivation (Group 1), deprivation (Group 3), and saturation (Group 6) did not differ significantly in their level of job satisfaction from those in other decisional conditions. These results gave partial support for the null hypothesis.

The overall results indicated that respondents in the decisional conditions of slight deprivation or equilibrium (Groups 4 and 5) had a significantly higher level of job satisfaction than those respondents in varying degrees of greater deprivation. There was also some evidence that saturation was a dissatisfying condition but the very few respondents who perceived themselves to be in that condition were insufficient to make the results statistically significant. The indications were, however, supportive of Conway's (1976) hypotheses that job satisfaction has a curvilinear relationship with decisional involvement.

The general conclusion is that the null hypothesis is only partially supported and that significant differences in the level of job satisfaction do exist between some decisional condition groups in each domain and decision dimension.

The second hypothesis of the study stated in the null form was:

Hypothesis 2:

> In both technical and managerial domains, actual frequency and actual extent of involvement in combination will explain no more of the variance in job satisfaction than will either measure taken singly.

The purpose of this hypothesis was to determine whether one or both of the decisional dimensions were necessary in measuring decisional involvement as measured by the percentage of the variance in job satisfaction explained by frequency and/or extent of participation.

The hypothesis was tested by means of a stepwise multiple regression in order to obtain a direct estimate of the multiple R, which in turn gave the percentage of variance explained by the variables in combination.

The results of the multiple regression analysis, shown in Table 3.22, provided support for the null hypothesis. In the technical domain the actual frequency and the actual extent of decisional involvement explained, respectively, 4.8 percent and 7.5 percent of the variance in job satisfction when taken separately, and only 7.7 percent when in combination. The difference

TABLE 3.22

AMOUNT OF VARIANCE IN JOB SATISFACTION EXPLAINED BY THE ACTUAL FREQUENCY AND ACTUAL EXTENT OF INVOLVEMENT: SINGLY AND IN COMBINATION

	Technical Domain		Managerial Domain	
	Mult. R	R Square	Mult. R	R Square
Actual Frequency	.2196*	.0482	.3325*	.1105
Actual Extent	.2732*	.0746	.3171*	.1006
Combination	.2775	.0770	.3371	.1136

*Significant at .001.

of less than 1 percent in the explanatory power of the combined and the actual extent of decisional involvement indicated that a measure of the actual extent of involvement would be almost as good as a combined measure in explaining the level of job satisfaction. The difference of 2.7 percent in the explanatory power of the actual frequency and the actual extent of involvement indicated that the latter is a better predictor of the level of job satisfaction.

In the managerial domain the actual frequency and the actual extent of decisional involvement explained, respectively, 11.1 percent and 10.1 percent of the variance in job satisfaction when taken separately, and only 11.4 percent when in combination. The relatively small difference in the explanatory power of each of the above, indicated that a measure of the actual extent of involvement would be at least as good as either of the other measures of involvement in predicting the level of job satisfaction.

These results indicated that the measure of actual frequency and actual extent of involvement in combination explained little more of the variance in job satisfaction than the measure of actual extent of involvement in either decisional domain, and that a measure of the actual extent of involvement may well be sufficient by itself.

The results also showed that the actual frequency and actual extent of involvement in combination in the managerial domain explained more of the variance in job satisfaction than did the actual frequency and actual extent of involvement in combination in the technical domain (11.4 percent compared with 7.7 percent).

The third hypothesis of the study stated in the null form was:

Hypothesis 3:

> In both technical and managerial domains, discrepancy measures of participation will explain no more of the variance in job satisfaction than will actual frequency and/or extent of participation taken singly or in combination.

The purpose of the hypothesis was to determine whether the perceived discrepancy between the actual and desired levels of decisional involvement was a better predictor of the level of job satisfaction than the measures of actual involvement in each decisional domain.

The hypothesis was tested by means of stepwise multiple regression in order to obtain a direct estimate of the multiple R, which in turn gave the percentage of variance explained by the variables in combination.

The results of the multiple regression analyses are shown in Tables 3.22 to 3.24. They do not show support for the null hypothesis.

In regard to the technical domain (see Table 3.23) frequency, extent, and the combined measures of decisional condition explained, respectively, 16.5 percent, 19.4 percent, and 22.5 percent of the variance in job satisfaction. These percentages were substantially greater than those shown in Table 3.22 for frequency, extent, and the combined measures of actual decisional involvement which explained, respectively, 4.8 percent, 7.5 percent, and 7.7 percent of the variance in job satisfaction. Although the decisional conditions in combination (frequency and extent) explained 3.1 percent (22.5 - 19.4) more of the variance in job satisfaction than did the decisional condition-extent, there is some justification for developing a questionnaire which is concerned only with the extent of participation in the decision-making process rather than being concerned with both frequency and extent of involvement. In this respect the results were supportive of the findings shown in

TABLE 3.23

AMOUNT OF VARIANCE IN JOB SATISFACTION EXPLAINED BY THE DECISIONAL CONDITIONS (FREQUENCY AND/OR EXTENT) IN THE TECHNICAL DOMAIN

Frequency						Extent					
Technical Issues	Mult. R	R Square	R Sq. Change	Simple R	Sig.	Technical Issues	Mult. R	R Square	R Sq. Change	Simple R	Sig.
FRQDC 07	.25843	.06679	.06679	.25843	.001	EXTDC 19	.30290	.09175	.09175	.23813	.001
FRQDC 14	.34731	.12063	.05384	.24950	.001	EXTDC 09	.36915	.13627	.04452	.17288	.007
FRQDC 09	.37426	.14007	.01944	.22000	.001	EXTDC 07	.39634	.15709	.02081	.25620	.001
FRQDC 19	.38927	.15153	.01146	.21524	.001	EXTDC 01	.41293	.17051	.01342	.30290	.001
FRQDC 03	.39776	.15821	.00669	.20057	.002	EXTDC 04	.43260	.18714	.01664	.17334	.007
- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
FRQDC 01	.40203	.16163	.00341	.05881	.362*	EXTDC 03	.43571	.18984	.00270	-.00111	.986*
FRQDC 13	.40413	.16332	.00169	.05640	.382*	EXTDC 13	.43814	.19194	.00210	.10452	.105*
FRQDC 04	.40621	.16500	.00169	.14142	.028	EXTDC 14	.44032	.19389	.00195	.19322	.003
FRQDC 16	.40696	.16562	.00061	.09280	.150*	EXTDC 16	.44040	.19395	.00006	.07727	.231*

Combined (Frequency and Extent)

Technical Issues	Mult. R	R Square	R Sq. Change	Simple R
EXTDC 19	.30290	.09175	.09175	.30290
EXTDC 09	.36915	.13627	.04452	.25620
FRQDC 07	.41832	.17499	.03872	.25843
FRQDC 14	.43817	.19199	.01700	.24950
EXTDC 01	.45123	.20361	.01162	-.00111
EXTDC 04	.46147	.21295	.00935	.19322
FRQDC 19	.46639	.21752	.00456	.21524
- - -	- - -	- - -	- - -	- - -
EXTDC 03	.46935	.22029	.00277	.17334
FRQDC 16	.47129	.22211	.00182	.09280
FRQDC 03	.47241	.22317	.00106	.20057
EXTDC 14	.47306	.22378	.00061	.17288
FRQDC 13	.47335	.22406	.00028	.05640
FRQDC 01	.47357	.22427	.00020	.05881
FRQDC 09	.47375	.22443	.00017	.22000
FRQDC 04	.47386	.22455	.00011	.14142
EXTDC 13	.47392	.22460	.00005	.10452

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*Correlation is not significant

- - - The amount of variance explained by items below these levels is very small, as indicated by the decreasing value of the adjusted R square.

TABLE 3.24

AMOUNT OF VARIANCE IN JOB SATISFACTION EXLAINED BY THE DECISIONAL CONDITIONS
(FREQUENCY AND/OR EXTENT) IN THE MANAGERIAL DOMAIN

Frequency

Managerial Issues	Mult. R	R Square	R Sq. Change	Simple R	Sig.
FRQDC 11	.32441	.10524	.10524	.32441	.001
FRQDC 18	.38004	.14443	.03916	.30670	.001
FRQDC 20	.39210	.15374	.00931	.22548	.001
FRQDC 08	.40371	.16298	.00924	.07725	.231*
FRQDC 15	.41332	.17083	.00785	.18122	.005
FRQDC 02	.42049	.17681	.00598	.25610	.001
- - -	- - -	- - -	- - -	- - -	- - -
FRQDC 10	.42297	.17890	.00209	.14702	.022
FRQDC 05	.42379	.17960	.00069	.22632	.001
FRQDC 06	.42415	.17990	.00030	.14192	.027
FRQDC 12	.42423	.17997	.00007	.19801	.002
FRQDC 17	--	--	--	--	.089*

Extent

Managerial Issues	Mult. R	R Square	R Sq. Change	Simple R	Sig.
EXTDC 11	.37175	.13820	.13820	.37175	.001
EXTDC 02	.40795	.16642	.02823	.30866	.001
EXTDC 20	.41940	.17590	.00947	.23723	.001
EXTDC 15	.42443	.18014	.00424	.22496	.001
EXTDC 08	.43084	.18562	.00548	.11986	.063*
EXTDC 05	.43638	.19043	.00481	.12891	.045
EXTDC 18	.44217	.19552	.00509	.21797	.001
EXTDC 06	.44638	.19925	.00373	.10822	.093*
EXTDC 17	.45029	.20276	.00351	.18045	.005
- - -	- - -	- - -	- - -	- - -	- - -
EXTDC 10	.45215	.20444	.00168	.13639	.034
EXTDC 12	.45219	.20448	.00004	.21770	.001

Combined (Frequency and Extent)

Managerial Issues	Mult. R	R Square	R Sq. Change	Simple R
EXTDC 11	.37175	.13820	.13820	.37175
FRQDC 18	.42095	.17720	.03900	.30670
EXTDC 02	.43765	.19154	.01434	.30866
FRQDC 08	.44884	.20146	.00992	.07725
EXTDC 15	.45903	.21071	.00925	.22496
EXTDC 20	.46450	.21576	.00505	.23723
EXTDC 06	.46926	.22020	.00444	.10822
EXTDC 17	.47352	.22422	.00402	.18045
FRQDC 17	.47767	.22817	.00395	.10965
- - -	- - -	- - -	- - -	- - -
EXTDC 05	.47968	.23009	.00192	.12891
FRQDC 05	.48478	.23501	.00492	.22632
FRQDC 11	.48622	.23641	.00140	.32441
EXTDC 10	.48781	.23795	.00155	.13639
FRQDC 06	.48853	.23866	.00070	.14192
FRQDC 12	.48891	.23903	.00038	.19801
EXTDC 12	.49037	.24046	.00143	.21770
FRQDC 10	.49058	.24067	.00020	.14702
FRQDC 20	.49083	.24091	.00025	.22548
FRQDC 02	.49095	.24103	.00011	.25610
EXTDC 18	.49104	.24112	.00009	.21797
FRQDC 15	.49112	.24120	.00008	.18122

*Correlation is not significant

_ _ _ The amount of variance explained by items below these levels is very small, as indicated by the decreasing value of the adjusted R square.

Table 3.22 which indicated that the actual measure of extent of involvement was almost as good a predictor of job satisfaction as the combined measure of actual frequency and actual extent of involvement.

The results of the multiple regression analysis also indicated that approximately half of the items in each of the decisional conditions had almost as much explanatory power in relation to the level of job satisfaction as did all of the items. This suggests that fewer technical level issues could be used without detracting from the explanatory power of the questionnaire.

In regard to the managerial domain (see Table 3.24) frequency, extent, and the combined measures of decisional condition explained, respectively, 18 percent, 20.4 percent, and 24.1 percent of the variance in job satisfaction. These percentages were substantially greater than those shown in Table 3.22 for frequency, extent, and the combined measures of actual decisional involvement which explained, respectively, 11.1 percent, 10.1 percent, and 11.4 percent of the variance in job satisfaction. Although the decisional conditions in combination (frequency and extent) explained 3.7 percent (24.1 - 20.4) more of the variance in job satisfaction than did the decisional condition-extent, the results provided further justification for developing a questionnaire which is concerned only with the extent of participation in the decision-making process rather than being concerned with both frequency and extent of involvement.

In this respect the results were supportive of the findings shown in Table 3.22 which indicated that the measure of actual extent of involvement was almost as good a predictor of job satisfaction as the combined measure of actual frequency and actual extent of involvement.

The multiple regression analysis indicated that approximately half of the items in the decisional condition pertaining to frequency had almost as much explanatory power in relation to the level of job satisfaction as did all of the items. This suggests that fewer managerial issues could be used in regard to the frequency scale without detracting from the explanatory power of the questionnaire. This was not the case for the extent scale in which all but two of the items had significant explanatory power.

In summary, the null hypothesis was not supported by the data which indicated that the discrepancy measures explained more than twice the amount of variance in job satisfaction than did the actual frequency and/or extent of participation taken singly or in combination. It is also noteworthy that the discrepancy measures in regard to the extent of involvement in the decision-making process explained almost as much of the variance in job satisfaction as did the combined discrepancy measure. This was true for both the technical and managerial domains.

The results also indicated that the decisional condition of respondents in the technical domain explained less of the variance in job satisfaction than their decisional condition in the managerial domain (22.5 percent compared with 24.1 percent).

Ancillary Hypothesis 1:

> There will be no significant relationship between selected situational and personal characteristics of secondary teachers and their decisional condition in each decisional domain.

The rationale underlying the hypothesis is that the decisional condition of respondents is contingent upon a number of variables which may be broadly categorized as situational or personal. The variables chosen were similar to those suggested by Alutto and Belasco (1972) and included enrollment in the school, grades in the school, type of school (rural or urban/suburban), years of teaching experience, years as a teacher in current school, position (teacher, team leader, or department chairperson), grades taught by each teacher, main subject area taught by each teacher, highest educational qualification, and level of involvement in professional associations or unions.

To test the hypothesis, the decisional condition of respondents in regard to the extent of involvement in the decision-making process at the technical and the managerial levels were related to each of the contingency variables in order to determine whether significant relationships existed. The choice of extent rather than frequency was based upon its greater explanatory power of job satisfaction. A combined (frequency and extent) decisional condition grouping was not used in that to create such groups would have involved making an assumption that both scales were of equal value.

The hypothesis was tested by using a oneway analysis of variance procedure which determined the amount of variance in each decisional condition which could be explained by each of the contingency variables taken one at a time.

The continuous variables (enrollment, age, experience) were recoded into three groups (low, medium, high) with the middle group including all cases within half a standard deviation on either side of the mean.

The only discrete variables which were regrouped included the subjects taught and types of school. The subjects were grouped for purposes of analysis into five groups: English, foreign languages and social studies; mathematics and science; art and music; home economics, industrial arts and agricultural science; and physical education. The groupings were based on the rationale that the teachers in each subject area would perhaps have a similar background in terms of training and experience, and may therefore form relatively homogeneous subgroups of teachers exhibiting similar decisional conditions.

In regard to type of school, it was appropriate to group the one urban school with the six suburban schools for purposes of analysis, particularly since no concise basis for classification was pre-established or given by each of the principals.

In the technical domain all of the contingency variables except whether a respondent was a department chairperson, exhibited no significant relationship with a respondent's decisional condition. Department chairpersons were significantly less deprived than all other teachers.

There were no significant relationships between the contingency variables and decisional condition in the managerial domain.

With only one exception in the technical domain the null hypothesis that no significant relationships exist between selected contingency variables and decisional condition was confirmed for both the technical and managerial domains.

The results of the analysis of variance are shown in Table 3.25. Although the majority of variables showed no significant difference between their mean decisional condition scores, a number of trends were apparent. For example, teachers in small schools, grade 9 teachers, and teachers in schools with grades 6, 7, and 8 tended to suffer less decisional deprivation than did teachers in the alternative situations addressed in the study.

Ancillary Hypothesis 2:

> There will be no significant difference between actual and desired involvement of school personnel in each of the decisional issues.

The rationale which underlies this hypothesis was provided by the earlier research of Pellegrin (1969) and Holmquist (1976). Pellegrin noted the trend for decision making in IGE schools to move from the level of the individual teacher to the unit level collegial group, with decisions being made by the unit leaders and

TABLE 3.25

RELATIONSHIP OF SELECTED CONTINGENCY VARIABLES WITH DECISIONAL CONDITION: EXTENT OF INVOLVEMENT

Contingency Variables	Technical Domain			Managerial Domain		
	$\bar{\bar{X}}$	σ	F Prob.	$\bar{\bar{X}}$	σ	F Prob.
Enrollment:						
Small (250-530)	-3.95	3.97	.2527	-10.46	6.81	.3767
Medium (531-831)	-4.88	4.05		-11.34	6.06	
Large (832-1300)	-4.43	3.37		-12.11	5.13	
Age:						
Young (Lo-32)	-4.37	3.64	.5871	-11.31	5.91	.9125
Mature (33-41)	-4.30	4.16		-10.90	6.39	
Old (42-Hi)	-4.91	4.16		-11.22	6.48	
Experience:						
Low (Lo-8)	-4.51	3.83	.4266	-11.26	5.82	.2950
Medium (9-15)	-4.11	3.52		-10.34	5.93	
High (16-Hi)	-5.00	4.58		-12.00	7.09	
Current Experience:						
Low (Lo-5)	-4.48	3.80	.7214	-11.02	5.67	.8968
Medium (6-10)	-4.31	3.78		-11.14	6.32	
High (11-Hi)	-4.87	4.47		-11.50	7.09	
School Type:						
Rural	-4.44	4.66	.8610	-11.09	6.81	.9041
Suburban/Urban	-4.54	3.64		-11.20	5.96	
Subject Group:						
Eng./Lang./Soc. St.	-4.89	4.50	.8872	-11.47	5.98	.6146
Math./Science	-4.62	3.92		-10.87	6.68	
Art/Music	-4.65	3.00		-10.88	6.29	
H. Ec./Ind. Art/Agri.	-5.53	4.85		-13.00	5.56	
Phy. Education	-4.14	2.32		- 9.79	6.45	
Sex:						
Male	-4.82	4.47	.3405	-12.00	6.84	.8974
Female	-4.32	3.59		-11.21	5.80	

TABLE 3.25 (CONTINUED)

Contingency Variables	Technical Domain			Managerial Domain		
	$\bar{X}$	σ	F Prob.	$\bar{X}$	σ	F Prob.
Team Leader:						
Yes	-3.92	3.84	.3090	-10.38	6.05	.3917
No	-4.63	3.96		-11.32	6.23	
Department Chairperson:						
Yes	-3.24	3.37	.0662*	- 9.79	5.87	.1701
No	-4.71	4.00		-11.38	6.24	
Grade Structure:						
Grades 6/8	-4.40	3.51	.0866	-11.26	5.39	.1913
Grades 6/7/8	-3.76	3.54		- 9.90	6.17	
Grades 7/8	-4.71	4.42		-11.54	6.69	
Grades 7/8/9	-6.32	3.22		-13.05	5.47	
Qualification:						
Teachers Certificate	-9.50	4.95	.2519	-15.00	8.49	.3910
Bachelors Degree	-4.45	3.95		-10.69	5.56	
Masters Degree	-4.40	3.93		-11.49	6.85	
Specialist Degree	-5.67	3.46		-13.44	6.77	
Professional Associations:						
No membership	-4.97	3.80	.5605	-10.91	5.47	.6441
Member	-4.70	4.09		-11.32	6.19	
Active Member	-4.27	3.99		-10.67	6.50	
Very Active Member	-3.60	3.14		-12.60	5.71	
Grade Taught:						
Grade 6: Yes	-4.79	4.11	.1573	-11.42	6.33	.4156
No	-4.05	3.63		-10.75	5.99	
Grade 7: Yes	-4.93	3.85	.4205	-12.20	5.41	.2111
No	-4.41	3.97		-10.92	6.36	
Grade 8: Yes	-4.37	4.09	.7295	-11.39	6.14	.6300
No	-4.55	3.84		-10.99	6.25	
Grade 9: Yes	-4.38	3.97	.0780	-11.03	6.29	.2486
No	-6.00	3.34		-12.70	4.99	

*Significant at $p < .05$

teachers in a collaborative manner. This was interpreted as a trend to centralize some decisional issues within the technical domain, and reference was made earlier in this chapter to a similar trend being evident in relation to the technical level issues 01, 04, 13, 16, and 19 of the present study. It was also noted that in relation to the technical level issues 03, 07, 09, and 14, respondent teachers desired decentralized decision making from the managerial level to either the unit/department group or to individual teachers.

Holmquist noted that the three principals of the three IGE elementary schools used in his study had for the most part decentralized their decisional responsibilities to the IIC and I & R Unit groups. Once again, a similar trend was noted in relation to the managerial decisional issues used in the present study, with the majority of teachers "desiring" less centralized decision making by the building administrators and more decision-making involvement by the buildingwide collegial group--the IIC or school council.

Although the frequency distributions in the normative dimension were apparently supportive of the observations made by Pellegrin and Holmquist, the hypothesis posited was designed to test the statistical significance of the observed data reported in Table 3.3, the totals of which are presented in Table 3.26.

TABLE 3.26

SUMMARY TABLE OF FREQUENCY DISTRIBUTIONS FOR ACTUAL AND DESIRED LEVELS OF INVOLVEMENT IN EACH DECISIONAL ISSUE

Technical Domain Decisional Issues

Responses	Group I	01		04		13		16		19		Group II	03		07		09		14	
		A	D	A	D	A	D	A	D	A	D		A	D	A	D	A	D	A	D
1. Individual Teachers		127	111	152	131	93	86	139	124	27	24		49	64	87	96	25	40	57	69
2. Unit/Dept.		95	112	51	81	26	37	36	67	57	106		47	66	96	118	68	119	129	137
3. IIC/School Council		12	15	12	23	19	37	11	28	5	30		54	76	14	9	5	25	24	25
4. Building Administrators		5	3	11	2	61	52	24	11	145	80		53	23	42	17	85	38	7	1
5. School Board/ District Office		3	1	13	3	42	29	29	8	6	1		38	12	1	0	56	17	24	9

Managerial Domain Decisional Issues

Responses	02		05		06		08		10		11		12		15		17		18		20	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1. Individual Teachers	1	5	11	14	12	30	41	39	4	5	12	25	5	25	13	20	27	41	25	33	0	3
2. Unit/Dept.	5	20	13	24	11	43	27	48	4	6	22	41	7	26	41	81	35	89	29	50	16	82
3. IIC/School Council	19	78	45	103	65	126	63	113	25	83	87	139	37	86	9	38	10	14	55	99	4	18
4. Building Administrators	116	78	142	87	85	29	105	39	129	88	85	25	58	48	139	90	158	94	90	43	153	111
5. School Board/ District Office	100	59	30	13	69	14	4	2	79	59	35	11	133	55	34	8	11	3	35	12	68	27

N = 242

To test the hypothesis, the McNemar Test (Hayes, 1973, p. 741) of correlated proportions was used to compute the significance of the frequency distribution changes from the perceived actual involvement of school personnel to the desired involvement of school personnel in each decisional issue. This particular test was used instead of the Chi square due to the fact that independence could not be assumed in that the same individuals were used to make two judgments. The Chi square assumes independence which is not valid in regard to the hypotheses being tested.

The McNemar formula used was:

$$X_2 = \frac{(|b - c| - 1)^2}{b + c} \quad \text{(When N is large)}$$

For the technical domain issues 01, 04, 13, 16, and 19 (Group I: Table 3.26) the calculations were based upon changes within and between levels 1 and 2 (i.e., individual teachers and unit/department level). All of these issues, other than 13 and 19, showed a significant increase in the number of respondent teachers who desired that the unit/department collegial group should have the most say in the decision-making process.

For the technical domain issues 03, 07, 09, and 14 (Group II: Table 3.26), the calculations were based upon changes within and between the technical and managerial domains (i.e., individual teachers, unit/department levels and school council, building administrators). All issues other than 14 showed a significant increase in the number of respondent teachers who desired that personnel (either as individuals or groups) at the technical level should have the most say in the decision-making process.

In regard to the technical domain, the null hypothesis of no significant difference was rejected for all technical issues other than for issues 13, 14, and 19 (see Table 3.27). That is, for some technical issues (01, 04, and 15) there was a significant desire for increased centralization, and for other technical issues (03, 07, and 09) there was a significant desire for decentralization from the managerial to the technical level.

For the managerial domain issues 02, 05, 06, 08, 10, 11, 12, 15, 17, 18, and 20 the calculations were based upon changes within and between levels 3 and 4 (i.e., school council/IIC and building administrators). All of the managerial domain issues exhibited a significant trend to decentralize decision-making from the building administrator level to the schoolwide collegial group (school council/IIC).

In regard to the managerial domain, the null hypothesis of no significant difference was rejected for all managerial issues (see Table 3.27).

Although it is not specifically relevant to the hypothesis posited it is important to note that on all issues the respondent teachers desired more involvement by the collegial groups (unit/department or IIC/school council) rather than by individuals (teachers or building administrators) in the decision-making process.

TABLE 3.27

TEST OF SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE ACTUAL AND DESIRED LEVELS OF INVOLVEMENT

Technical Issues	Group	X^2 Value	Managerial Issues	X^2 Value
01	I	7.26	02	41.19
04		7.26	05	44.46
13		1.56*	06	37.03
16		16.06	08	46.02
19		1.50*	10	45.02
			11	40.03
03	II	10.02	12	11.13
07		28.26	15	24.04
09		35.22	17	9.14
14		3.06*	18	29.03
			20	12.10

McNemar's Test for correlated proportions with 1 df.

*Not significant at .05.

It is also noteworthy that very few of the respondent teachers desired any appreciable involvement of the school board or district office in any of the decisional issues, other than issues 02, 10, and 12, all of which were perceived to be primarily the prerogative of the managerial rather than institutional level. These issues were concerned with the administrative and organizational structure of the school, problems or issues in school-community relations, and the evaluation of teachers.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND IMPLICATIONS

This chapter consists of four sections, an overview of the study; a summary of the findings; conclusions and implications for practice; and the implications of the study for theory and research.

Overview of the Study

Personnel at the Wisconsin Research and Development Center have recognized the importance of shared decision making to any reform movement which is designed to create a school environment which enhances individualized schooling. This research study therefore examined the relationship between decisional participation and teacher job satisfaction because of the perceived importance of satisfaction as an important staff outcome with an assumed positive influence on staff productivity and student affective and cognitive outcomes.

The study was designed to (1) determine the congruence between perceived actual and desired frequency and extent of participation by teachers in the decision-making process; (2) relate decision participation to teachers' job satisfaction; (3) relate selected personal and situational variables to decisional participation; and (4) identify teachers' perceptions of who is and who should be involved in making selected educational decisions.

The conceptual and theoretical foundations of the study were based upon the literature dealing with individually guided education, social systems theory, decision theory, and job satisfaction.

The following hypotheses, stated in the null form, were subjected to empirical test:

1. The mean scores attained on job satisfaction will not differ for each of the decisional conditions of deprivation, equilibrium, or saturation in each decisional domain for either frequency or extent of involvement.
2. In both technical and managerial domains, actual frequency and actual extent of participation in combination will explain no more of the variance in job satisfaction than will either measure taken singly.
3. In both technical and managerial domains, discrepancy measures of participation will explain no more of the variance in job satisfaction than will actual frequency and/or extent of participation taken singly or in combination.

The ancillary hypotheses were:

1. There will be no significant relationships between selected situational and personal characteristics of secondary teachers and their decisional condition.
2. There will be no significant difference between actual and desired involvement of school personnel in each of the decisional issues.

Field survey methodology was employed to gather data by means of questionnaires specifically developed for the study to measure decisional participation and job satisfaction. The instrument used in the study was pilot tested in a "matched pre- and posttest" over a period of one week in order to test the reliability and validity of the questions and decisional issues used. After some minor changes the final instrument was administered to 242 teachers in the ten selected middle and junior high schools. Additional information in regard to selected situational variables was collected by means of a telephone survey prior to the selection of the schools and by means of an interview with the principal. The researcher visited each of the ten schools where he distributed, administered, and collected the questionnaires.

The data collected were keypunched by personnel in the Computer Component of the Wisconsin R & D Center and assigned to a file in the MACC Univac 1110 computer.

The analytic procedures used in this study included: (1) descriptive analysis, (2) the Cronbach Alpha test of reliability, (3) the Varimax Orthogonal Rotation factor analytic technique, (4) oneway analysis of variance, (5) the Pearson product-moment correlation, (6) stepwise linear multiple regression, (7) the McNemar test of correlated proportion, and (8) the two sample t-test of significance.

Summary of the Findings

This section presents the findings derived from an analysis of the data together with a discussion of the findings of this study in relation to those of other researchers.

Findings:

1. Respondents in the decisional conditions of slight deprivation or equilibrium had a significantly higher level of job satisfaction than respondents in a decisional condition of severe deprivation. This was true for both the decisional domains (technical and managerial) and the decisional dimensions (frequency and extent of involvement).

2. There was a linear relationship between the decisional condition of respondents and their level of job satisfaction but the strength of the relationship was only moderate. This was true for both the decisional domains and the decisional dimensions.

3. Decisional saturation may be a dissatisfying condition but the few respondents who perceived themselves to be in that condition were insufficient to make the results statistically significant. However, the data were supportive of Conway's hypothesis that the relationship of decisional condition with job satisfaction is a curvilinear one.

4. In the technical domain the actual frequency and extent of involvement in combination explained approximately the same

amount of variance in job satisfaction as did the actual extent of involvement, but together they explained more of the variance in job satisfaction than did the actual frequency of involvement.

In the managerial domain the actual frequency and extent of involvement in combination explained slightly more of the variance in job satisfaction than did the actual frequency or actual extent of involvement taken singly.

5. In both decisional domains the actual extent of decisional involvement explained almost as much of the variance in job satisfaction as did the actual frequency and actual extent of involvement in combination.

6. The actual frequency and actual extent of involvement in the managerial domain, taken singly or in combination, explained more of the variance in job satisfaction than did the corresponding measures of involvement in the technical domain.

7. In both decisional domains the discrepancy measures for decisional condition explained more than twice the variance explained by the measures of actual involvement.

8. In both decisional domains the discrepancy measures in regard to the extent of involvement explained almost as much of the variance in job satisfaction as did the discrepancy measures in regard to frequency and extent of involvement in combination.

9. Fewer decisional issues could be used in regard to both decisional domains without affecting significantly the amount of

variance in job satisfaction explained by the various discrepancy measures.

10. The decisional condition of respondents in regard to the managerial issues explained slightly more of the variance in job satisfaction than did the decisional condition of respondents in regard to the technical level issues.

11. Departmental chairpersons were significantly less decisionally deprived than all other respondents in regard to the technical domain issues. All other situational and personal characteristics in both decisional domains had no significant relationship with a respondent's decisional condition.

12. For three of the five technical level decisional issues which were perceived by the respondent teachers as currently being decided primarily by individual teachers at the classroom level, there was a significant desire that they should be centralized to the technical level decision-making collegial group (unit or department).

13. For three of the four technical level decisional issues which were perceived by the respondent teachers as currently being decided primarily at the managerial level (IIC or building administrators), there was a significant desire that they should be decentralized to the technical level (individual teachers or unit/department).

14. For all managerial level decisional issues there was a significant desire that they should be decentralized from the

building administrator level to the managerial domain decision-making collegial group (IIC or school council).

15. Respondent teachers desired more involvement by collegial groups (unit/department or IIC/school council) than by individuals (teachers or building administrators) in the decision-making process in relation to all of the decisional issues.

16. Very few of the respondent teachers desired any appreciable involvement of the school board or district office in any of the decisional issues, other than for issues relating to the administrative and organizational structure of the school, school-community relations and teacher evaluation.

17. The factor analysis technique and the frequency distribution of the respondents in regard to their normative perceptions, indicated that teachers did differentiate between technical and managerial decisional issues.

18. The overall decisional condition of respondents was one of slight deprivation in regard to technical level issues, and one of deprivation in regard to managerial level issues.

19. The actual levels of involvement in regard to technical level issues were significantly higher than the corresponding levels of involvement in regard to managerial level issues.

20. The discrepancy between the actual and desired levels of involvement in regard to technical level issues was significantly less than the discrepancy between the corresponding levels of involvement in regard to managerial level issues.

21. Respondents expressed greatest satisfaction with co-worker relationships, and least satisfaction with financial rewards and community relations.

22. The job satisfaction of respondents was generally at a high level.

Conclusions and Implications for Practice

The following conclusions and implications for practice concerning the relationship of decisional participation and job satisfaction are based upon the findings of this study.

Conclusion One: For both decisional domains and dimensions the level of job satisfaction is directly proportional to the decisional condition of teachers.

Discussion: As indicated in Chapter I, much of the research on participatory decision making has been based upon the assumption that by involving subordinates in the decision-making process an organization will derive many benefits including increased commitment, self-actualization, less resistance to change, improved understanding of problems and organizational goals, increased productivity, increased effort to implement decisions, less conflict, and higher levels of job satisfaction. This study addressed in particular the assumed relationship between decisional participation and job satisfaction because of the presumed positive impact that high levels of staff satisfaction have on student affective and cognitive outcomes, and because of the presumption that high levels of job satisfaction will result in increased productivity--a relationship which has been questioned by Lawler and Porter (1967) and others.

The first hypothesis of this study was primarily concerned with determining the relationship of job satisfaction and the decisional condition of respondents, and findings 1, 2, and 3 indicate that there is a linear relationship of moderate strength for those teachers in a state of severe deprivation, as well as for teachers in a state of slight deprivation and equilibrium. The two groups also had different levels of job satisfaction with the latter group having significantly higher mean scores in each decisional domain. The findings also offered tentative support for Conway's curvilinear hypothesis but the results were insignificant due to the few respondents who perceived themselves to be in a condition of decisional saturation. However, the mean score on job satisfaction for those few individuals in a condition of saturation in regard to frequency-technical and extent-management were in the predicted direction--that is, lower than the mean satisfaction scores for those respondents in a condition of decisional equilibrium and slight deprivation.

These findings were supported by those of Belasco and Alutto (1972) who reported that decisionally deprived teachers exhibited lower satisfaction levels than teachers in a condition of equilibrium or saturation. Even though they had 87 of the 454 respondents who perceived themselves to be in a condition of saturation, they found that teachers experiencing equilibrium or saturation did not differ significantly from each other in their level of job satisfaction. However, they did report that teachers who were experiencing decisional saturation wanted less participation. They concluded that decisional saturation and decisional equilibrium did not appear to be crucial variables in determining the level of satisfaction even though deprivation was associated with low levels of satisfaction. They also concluded that to assume that there is a simple linear relationship between participative decision making and job satisfaction is an oversimplification of what appears to be a complex relationship.

The research and discussion by Belasco and Alutto (1972) of the participation-satisfaction relationship tends to be indicative of an association in which the absence of participation results in dissatisfaction but one in which decisional involvement does not necessarily result in high levels of satisfaction. Their work also suggests that the relationship is one which is very much a function of the type and level of educational institution as well as the personalities of the people involved.

Conway (1976), using a variety of scoring procedures, found that both deprivation and saturation detracted from the levels of satisfaction experienced by teachers, suggesting that the relationship is curvilinear rather than linear. Other researchers in the field of education have not been able to offer experimental support for this intuitively persuasive argument however, largely due to the fact that so few respondents perceive themselves to be in a state of decisional saturation. For example, Mohrman et al. (1978) offered support for a small but significant positive linear relationship between decisional participation and job satisfaction in the technical domain, but none of their respondents reported a condition of saturation, thus making their research an incomplete test of the curvilinear hypothesis. Davis (1978) was also unable to test the curvilinear hypothesis in that only five of the 155 respondents to his questionnaire perceived themselves to be in a condition of saturation. However, he did extend the frontiers of research in this area by examining both the frequency and extent of involvement in relation to job satisfaction, finding that in combination they explained 17.9 percent of the variance in job satisfaction. He regarded this as being highly supportive of the participation-job satisfaction relationship.

Watkins (1978) in his research study of six IGE/Secondary senior high schools gave general support to the findings of this study as well as to those of many other researchers by stating, "The high level of staff participation is felt by staff to be the most satisfying feature of the decision-making process" (p. 234). Feldman (1977) also gave general support to the findings of this study when he found that the actual level of involvement of teachers in decision making was significantly and positively related to job satisfaction. On the other hand, Hauser (1979), in his study of the relationship of decisional participation and job satisfaction of UCEA Deans of Schools, Colleges, and Departments of Education, found that there was no significant relationship, which may well indicate the mediating influence of situational factors.

It is apparent from the brief overview of other relevant research that collectively the studies cited do offer some support for the findings of the present study and for the conclusion that there is a distinctive relationship between decisional conditions and job satisfaction--at least for secondary level teachers.

Implications for Practice: A number of implications which may be of benefit to the practicing secondary school administrator may be derived from the findings of this study.

1. Administrators should attempt to ascertain the decisional condition of all teachers in both the technical and managerial domains.
2. Decisional involvement should be adjusted so that extreme conditions of deprivation and saturation are avoided in either technical or managerial domains.
3. A decision-making policy needs to be reviewed regularly in order to optimize the participation-satisfaction relationship.

4. Administrators should attempt to make decisional participation an intrinsically rewarding and self-actualizing experience for those involved.

Conclusion Two: Measuring actual involvement as including frequency and extent explains little more of the variance in job satisfaction than does a measure of extent of involvement.

Discussion: The second hypothesis of this study was primarily concerned with determining the utility of examining decisional participation as a bidimensional construct within decisional domains. The essential points that emerge from the relevant findings 4, 5, and 6 are that the actual extent of involvement explained almost as much of the variance in job satisfaction as did a combined measure of frequency and extent; and, that the actual extent of involvement in the managerial domain explained almost twice as much of the variance in job satisfaction as did the corresponding measure at the technical level.

These findings were not fully supported by those of Davis (1978) who found that the simultaneous consideration of both dimensions nearly doubled the explanatory power of either dimension taken singly. (His findings were not differentiated in relation to the decisional domains.) Although the findings of this current study indicated that a combined measure had more explanatory power than did either measure taken singly, the difference was relatively small except for frequency of involvement in technical level issues which had only approximately half the explanatory power of extent or the combined measure of decisional involvement. Hence the two sets of findings were not entirely incongruent in that the findings of this study do not necessarily deny the utility of measuring decisional participation as a bidimensional process. Lipham (1974) saw the two dimensions as being relatively independent, arguing that a high frequency of involvement is not necessarily indicative of the substantive amount of involvement. This is an intuitively persuasive argument, and one which is worthy of further research even though the findings of this study do not tend to support it.

The findings that decisional involvement in the managerial issues explained more of the variance in job satisfaction than did involvement at the technical level was expected in that involvement by teachers in decisional issues of a managerial nature is very much a function of the leadership style of an administrator.

Implication for Practice: Administrators should be particularly concerned with the actual extent of involvement of teachers in the decision-making process.

Conclusion Three: Discrepancy measures between actual and desired decisional involvement explain significantly more of the variance in job satisfaction than do measures of actual involvement.

Discussion: The third hypothesis of this study was primarily concerned with determining whether discrepancy measures explained more of the variance in job satisfaction than did actual involvement in the decision-making process. Findings 7, 8, 9, and 10 are relevant to this hypothesis and the essential points are that: (1) discrepancy measures explained significantly more of the variance in job satisfaction than did measures of actual involvement; (2) the discrepancy measure in regard to the extent of involvement explained more of the variance in job satisfaction than did the discrepancy measure in regard to frequency of involvement, and almost as much of the variance in job satisfaction as the combined discrepancy measure; (3) fewer decisional issues could be used; and (4) the discrepancy measures at the managerial level explained slightly more of the variance in job satisfaction than did the discrepancy measures at the technical level.

The first of these findings was supported by the expectations of Bridges, Alutto and Belasco, Conway, Mohrman et al., and Davis, all of whom argued that the level at which subordinates desire to participate in the decision-making process mediates the relationship between their actual level of participation and their degree of job satisfaction. Belasco and Alutto (1972, p. 55), for example, concluded from their own research that neither the desire for increased participation nor high levels of satisfaction were equally distributed throughout the teacher group in their sample, and that teachers desiring more participation generally reported low levels of satisfaction, whereas teachers desiring less participation reported higher levels of satisfaction. These results are not surprising in that it seems reasonable to assume that not all segments of the teaching population are equally desirous of additional participation in the decision-making process. However, Davis (1978) did not find support for the discrepancy hypothesis in his research study, nor did he find support for the finding of this study that the discrepancy measure in regard to the extent of involvement explained more of the variance in job satisfaction than did the discrepancy measure for frequency, and almost as much of the variance as did the combined discrepancy measure. He stated that he was rather surprised by his results and found them difficult to explain, although he did question the Belasco and Alutto findings because they had not measured the amount of variance in job satisfaction explained by actual participation as a measure against which the discrepancy measure could be compared.

In general, the research findings of Alutto and Belasco, Conway, and Mohrman et al., offer substantive support for the findings of this study in regard to the utility of a discrepancy measure, but it would seem that further research should continue to compare its explanatory power of job satisfaction with that of other more direct measures of decisional participation if the issue is to be fully resolved.

The finding that the discrepancy measures at the managerial level explained slightly more of the variance in job satisfaction than did the discrepancy measures at the technical level was congruent with the corresponding finding in relation to measures of actual involvement. It is also congruent with the fact that the actual level of involvement in managerial issues is lower, and the discrepancies greater, than the corresponding measures for technical level issues. These findings are partially supported by Mohrman et al. who argued that lower level subordinates would both experience and desire more participation in technical rather than in managerial issues. These findings are also supported by Wright (1976), who found that teachers in IGE elementary schools perceived themselves to have moderately high involvement in making important decisions of unit-subunit scope (technical level), some involvement in making important decisions of schoolwide scope (managerial level), and little involvement in making important decisions of extraschool scope (institutional level).

The question of whether to use fewer of the decisional issues used in this study is largely a matter of preference, but in the interest of parsimony it would seem that some technical and managerial issues could be deleted from the questionnaire without detracting very much from its explanatory power of the variance in job satisfaction.

Implications for Practice:

1. Administrators should be primarily concerned with the determination of the discrepancy between actual and desired extent of involvement for each teacher.

2. The extent of decisional involvement should be adjusted according to the discrepancy perceived by teachers rather than that perceived by administrators.
3. Administrators should be aware that the perceptions of teachers, whether they mirror reality or not, are important psychological constructs which should be taken into account when creating opportunities for decisional participation.
4. An attempt should be made to create and to match opportunities for participation with the desire for decisional participation in both domains.

Conclusion Four: Most of the situational and personal variables examined do not have any significant relationship with the decisional condition of teachers.

Discussion: A number of researchers in education have emphasized that the nature of involvement is contingent upon both situational and personal variables. Yukl (1971), for example, suggested that the major situational variable is the perceived importance of the issue and that the more important an issue is considered to be the more participation an individual is likely to desire. Mohrman et al. (1978) extended this argument by suggesting that decisional content could be broadly categorized into decisional domains. They hypothesized that technical domain issues have more relevance for teachers than managerial and/or institutional issues. These are persuasive arguments but ones which were not fully supported by the findings of this study. As shown in Chapter III, although the actual levels of participation reported by the respondents were significantly higher for technical than for managerial issues, the desired levels of participation were not significantly different even though they were in the predicted direction. It would seem that the teachers want to participate in managerial issues and perceive these issues to be almost as important to them as the technical issues.

Although the importance of the issues used in this study was a major contingency variable, a number of other personal and situational variables were examined in terms of their relationship with the decisional condition of the respondent teachers. No significant relationships were determined other than for departmental chairpersons in relation to their decisional condition in the technical domain. However, a number of relationship trends were observed, many of which were not in agreement with those of other researchers.

Alutto and Belasco (1972), for example, found that teachers who were young, less experienced, male, rural secondary teachers, tended to be decisionally deprived. The data of the present study suggests that decisionally deprived teachers were older, experienced, male, urban secondary teachers of vocational type subjects. However, it must be emphasized that these findings were not significant at the .05 level and may therefore only be regarded as very tentative. A more defensible observation is that those teachers with team leader and/or department chairperson responsibilities tended to be less decisionally deprived in both domains. This observation suggests that they should be treated as a differentiated subset in any future research on teacher decisional participation.

Implications for Practice:

1. Administrators should only attempt to involve teachers in those issues perceived by teachers to be important.
2. Administrators should be aware that those issues perceived by teachers to be important may be managerial as well as technical.
3. An attempt should be made to identify other situational or personal variables which are likely to affect the decisional condition of teachers.
4. Administrators should adopt a managerial policy which seeks to maximize decisional participation and yet be sufficiently flexible to allow for varying contingencies.

Conclusion Five: Teachers want collegial decision-making groups at both technical and managerial levels to have more say in the decision-making process.

Discussion: The second ancillary hypothesis of this study was primarily concerned with determining whether there was a significant desire for decision making to become more the prerogative of collegial groups rather than that of individuals. Findings 12 through 16 were derived from the data pertinent to this hypothesis, and they supported the earlier findings of Pellegrin (1969) and Holmquist (1976) that there was a desire for centralization on some technical level issues and decentralization on some other technical level issues and on all managerial issues. These findings were also compatible with that of Wright (1976) who found that principals in IGE elementary schools were perceived as making more potent decisions than was ideal.

Lipham (1974) made the point that some decisions are more relevant at the teaching-learning (technical) level than they are at the schoolwide (managerial) level, even though many individuals and groups may be involved, either directly or indirectly, in the decision-making process. The implication to be derived from his observation is that the locus of the decision-making process should be appropriate to the issue. This point of view has received substantial support from other researchers and theoreticians in the field of educational administration. Belasco and Alutto (1972, p. 52), for example, reported from their own study that overcentralization restricted the opportunity to participate and increased the probability that teachers were decisionally deprived, a condition which was associated with lower levels of teacher satisfaction.

Dale (1952) suggested four criteria to determine the nature and extent of centralization/decentralization, which Wright (1976) referred to as frequency, potency, scope, and hierarchical involvement. This study adopted a similar approach to that of Wright by asking questions in relation to frequency, extent, and hierarchical involvement. The answers given by teachers to the questions which were designed to ascertain their actual and desired frequency and extent of involvement permitted a decisional discrepancy score to be calculated, which indicated the desired shifts to achieve either more or less centralization. The question relating to hierarchical involvement asked respondents to identify "who has" and "who should have" the most say in respect to each decisional issue. The overall results gave a clear indication that the teachers involved in this study wanted more teacher involvement, primarily as members of collegial decision-making groups at the technical and managerial levels. The desire to decrease the decision-making influence of individuals (including individual teachers, building administrators, and central office/school board personnel) was very evident in respect to most of the decisional issues used in this study.

Implications for Practice:

1. Administrators should establish collegial decision-making groups at the technical and managerial levels.
2. Issues that are perceived to be relevant and important should be referred to these groups.

3. Appropriate skills, attitudes, and procedures need to be developed in relation to collegial decision making in order to maximize the benefits to be derived from the process.

Conclusion Six: Teachers differentiate decisional issues as either technical or managerial according to their relevance to each functional level within a school.

Discussion: Findings 17 through 20 were largely congruent with the expectations and research findings of Mohrman et al. indicating that teachers do, either consciously or unconsciously, differentiate the qualitative differences between decisional issues. Mohrman et al. (1978, p. 17) made the point that there are likely to be at least two decisional domains which are salient to individual teachers; the first is concerned with instruction (technical-operational tasks); and the second is concerned with managerial support functions. They found that teachers perceived themselves as having, and felt that they should have, greater participation in technical than in managerial decisions.

The findings of this study offer substantial support to the Mohrman et al. study in that the respondents clearly differentiated the decisional issues as being either technical or managerial. Also, the actual levels of involvement were significantly higher for technical than for managerial issues, and although the desired levels of participation were not significantly different at the .05 level, the difference was in the expected direction.

Implication for Practice: Administrators should be particularly careful to ensure that teachers are provided with opportunities to become involved with decisional issues at the technical level which are perceived by teachers to be both relevant and important to their major task of teaching.

Conclusion Seven: Teachers exhibit greater decisional deprivation in regard to managerial than they do in regard to technical level decisional issues.

Discussion: As indicated in Chapter III, the level of decisional deprivation was significantly greater for managerial than for technical issues. This finding is not surprising and is in fact given support by the research findings of Mohrman et al. (1978, p. 26) who also found that teacher satisfaction is not simply related to the degree to which teachers participate but also to the types of decisions in which they participate. The finding was also congruent with that of Wright (1976) who found that teachers in IGE elementary schools desired greater involvement in making important decisions, especially in decisions of schoolwide (managerial level) and extraschool (institutional level) scope.

In regard to the greater deprivation exhibited by teachers for managerial issues, Mohrman et al. suggested that teachers' feelings of managerial domain deprivation may decrease if they were given more direct control over their work, thus making the issue not one of participation in managerial decisions but rather one of participation in the coordination of managerial and technical decisions. This is an interesting speculation but one which is in need of further research.

Implication for Practice: Administrators should attempt to involve teachers in those managerial issues which have particular relevance to technical level functions.

Conclusion Eight: Job satisfaction is generally high in regard to most facets of a teacher's professional occupation.

Discussion: Even though the majority of teachers who participated in this study perceived themselves to be in a state of decisional deprivation, the job satisfaction level was generally high ($\bar{X}_{JS} = 75.6$). This apparently surprising result is supported by the research finding of Watkins (1978) who reported that although the extent of centralization of decision making varied in the schools that he visited, staff satisfaction remained high. These findings would seem to imply that although decisional participation may contribute to job satisfaction there are probably a host of other variables which also contribute to the overall satisfaction of staff.

The two facets of job satisfaction with which the respondents were least satisfied were in relation to financial rewards and school-community relations. These findings are supported by those of Holdaway (1978, p. 43) who found that "salary" and "attitudes of society and parents to education" were two of the most frequently cited facets contributing to overall teacher dissatisfaction. The finding of this study that co-worker relationships was the most satisfying facet of overall teacher satisfaction is also supported by Holdaway's findings.

The perceived lack of adequate pay for teaching is a classical example of what Herzberg (1968) referred to as a "dissatisfier" but more importantly it is also one that the school administrator can do little about remedying. Pay scales are largely determined by groups external to the school and all that the school administrator can do is to bring teacher dissatisfaction in this matter to the attention of the district office and/or school board.

In regard to school-community relations the school administrator has much more opportunity to improve the relationship. Teachers felt rather strongly that the community did not understand, recognize and appreciate the work that they were doing. Whether their perceptions are an accurate image of reality is largely irrelevant in that if this is what teachers believe then efforts must be made to alter these perceptions and/or the level of appreciation by members of the community. To what extent school administrators can achieve any appreciable change in the perceptions and/or attitudes of either group is a debatable point, but it is clear that they must implement a multiple pronged attack upon the problem if improvements are to be achieved. Teachers themselves must assist in the process by making their efforts more visible to the community they serve, by adopting a more professional stance in contract negotiations, and by contributing some time and effort to community service on a voluntary basis. It is also incumbent upon administrators to project a positive image of the staff, to communicate actively what the school is attempting to achieve, and to involve members of the community in relevant areas of the school program.

The institutional level groups, including the school board and district office personnel, also have important responsibilities in any program designed to improve school-community relations.

Implications for Practice:

1. Administrators should attempt to ascertain which facets of satisfaction are the most dissatisfying to teachers.
2. In cooperation with staff collegial groups, institutional level personnel, and members of the community, administrators should implement a comprehensive plan to improve staff satisfaction levels.
3. The most immediate needs are to improve the financial rewards for teachers and to improve school-community relations.
4. Administrators should be aware that increasing the level of participation in the decision-making process by

subordinates will not alone ensure a high level of job satisfaction--other organizational and personal factors will inevitably contribute to overall job satisfaction.

Implications for Theory and Research

Both practitioners and theoreticians would do well to examine some of the assumptions that underlie decision making in general and participative decision making in particular.

One of the basic assumptions that should be examined is that effective administration required rational decision making. Apart from the fact that rationality is limited by a number of factors such as incomplete information, a limited time frame, etc., the assumption of rationality is unrealistic in that it tends to ignore the political realities of decision making. Typically, rational decision making models have been based on the assumptions which are associated with the characteristics of a bureaucratic organization--hierarchy of authority, specialization of function, formal rules and regulations, impersonal orientation, career orientation, and efficiency. Alternatively, emphasis has been given to professional values, personal expertise or specialization, and to individual rationality. These perspectives tend to ignore crucial mediating factors which are often flexible and intangible. It would therefore seem appropriate to include in any model of decision making reference to the so-called "nonrational" elements with which decision makers will have to cope. For example, it is quite clear that organizations are in a constant state of flux, not stable and unchanging; that the role of the administrator is not fixed and invariable; that being an administrator is largely a political position; and, that ethical considerations are an important aspect of the decision-making process. The Lipham model, which was briefly explained in Chapter I, is one of the few rational models which recognizes and addresses some of those issues.

In regard to the political nature of the decision-making process it would be very beneficial to the practicing administrator to have a background of theoretical knowledge in relation to decision making as a process involving persuasion, bargaining and power play. Too many of the theories pertaining to decision making tend to ignore these elements which are inevitably linked with administration.

The foregoing comments are not meant to deny the validity nor the utility of rational decision-making models as a general base for practice or research, but they are meant to underscore the need to modify and to question some of the basic assumptions about people and organizations which many of these models take for granted.

The theoretical foundations upon which much of the shared decision-making research in the field of education rests are derived from the rational normative models of decision making and are therefore subject to some of the same limitations. However, the research in this area has attempted to examine the effects of a variety of mediating variables in order to identify the likely benefits and correlates of shared decision making. For example, Barnard (1938) emphasized that the nature and importance of the issue would largely determine whether it fell within or outside an individual's "zone of indifference." Bridges (1967) postulated that decisional involvement is dependent upon an individual's interest and expertise, and that the specific method of involvement (consensus, parliamentarian, democratic-centralist) in the decision-making process should be compatible with the relevance and importance of the issue. Yukl (1971) and Vroom (1964) directed attention to the mediating effects of situational and personal variables in determining the effectiveness of decisional participation. The discrepancy approach adopted by Alutto and Belasco (1972), Conway (1976), and Davis (1978) was itself based upon the work of Barnard and Bridges, and was an attempt to direct research to measure the perceived levels of deprivation, equilibrium, and saturation in relation to a set of decisional issues. Mohrman et al. (1978) extended the discrepancy approach by applying it to decisional issues within decisional domains. This study was an attempt to extend the discrepancy approach even further by applying it to two dimensions of decisional involvement--frequency and extent--which were perceived by other researchers (Alutto and Belasco, 1972; Lipham, 1974; Conway, 1976; and Davis, 1978) as being conceptually independent. It would seem however that, based upon the findings of this study, teachers do not perceive these dimensions as being independent and that frequency of involvement is subsumed by the apparently broader concept of extent of involvement. This does not deny the utility of continuing to examine decisional involvement as a multidimensional concept, but it does imply that there is a need to identify the precise nature of the dimensions involved through further theoretical analysis and practical research.

A particular aspect which has been largely overlooked by theoreticians, researchers, and practitioners is one which Sarason (1971) identified when he criticized one assumption that underlies much of the shared decision-making theory and practice--that is, that individuals will automatically acquire the necessary skills and attitudes which would seem necessary for the process of sharing decisions. He maintained that teachers in traditional schools are not used to making educational decisions as members of a group and that their experience and training are largely as individual decision makers within the confines of a self-contained classroom. This invariably means that issues of fundamental importance to the teaching-learning situation are the least likely to be the subject of collegial decision making. Bridges (1967) also pointed out that theory has tended to ignore the fact that democratic decision making is largely a learned process and that individuals in an organization must be educated to accept authority and responsibility. If we accept these points of view then it is incumbent upon theoreticians and practitioners to recognize consciously: the need to balance conflicting assumptions; administration as a situational problem; and, democratic decision making as a learned process. It is also necessary to recognize that while trust and consensus form the core of democratic decision making, much of what transpires in the process is not always rational and is subject to the political realities of administration and organizational life.

What is already known about participative decision making provides a useful platform from which to generate some research questions which may be helpful in directing future research.

There is sufficient research evidence which indicates that decisional deprivation has a positive linear relationship with low job satisfaction which in turn is linked with increased turnover, tardiness, and absenteeism. Decisional deprivation is also associated with high levels of militancy, and with job tension. There is also evidence to suggest that male, secondary level teachers are the most likely group of teachers to be decisionally deprived. However, the evidence for significant relationships between other decisional conditions and other variables has been rather mixed, so much so that it is difficult to make substantive conclusions. On the basis of this evidence it would seem that researchers need to address the following questions:

1. What is the relationship between the decisional condition (deprivation, equilibrium, saturation) of teachers and other variables, such as the leadership style of administrators, attitudes of administrators toward involving teachers in the decision-making process, trust levels, role conflicts, organizational commitment, student outcomes (cognitive and affective), change and innovation, and personality types of both administrators and teachers?
2. Do these relationships vary with the type of institution (traditional versus progressive; elementary versus secondary versus higher education; public versus private schools, etc.)?
3. Are the relationships linear or curvilinear or mixed?

There are of course a host of research questions apart from the ones outlined above which could, and perhaps should, be asked about the relationship between decisional conditions and other variables, but several of the questions suggested deserve special attention. For example, it would seem that much has been said and written about teachers varying in their desire to participate in the decision-making process. It has been suggested that the major mediating variable in this respect is the relevance and importance of a particular issue to a particular teacher, and this is indeed a valid point of view. However, an equally important factor involves consideration of the individuals who are participating in the decision-making process. The work of McClelland (1961) on an individual's need for achievement (nAch) and need for affiliation (nAff) offers an interesting perspective on how these needs may affect decisional condition, as does the work of Myers-Briggs (1962) on extroverted/introverted; sensing/intuitive; thinking/feeling; judging/perceptive dichotomies of individual personalities. Very little research has been done which relates personality type to decisional condition, and it seems to be an area worthy of further consideration.

The question regarding research of the relationship of decisional condition to other variables is also worthy of further comment in that although significant linear relationships have been shown to exist between decisional condition and variables such as job satisfaction, the question of curvilinearity largely remains unresolved. Most of the researchers have found very few, if any, teachers who perceive themselves to be in a condition of decisional saturation, and where there have been significant numbers, the curvilinear relationship has been either very weak or nonexistent. It would seem, therefore, that the relationship may well be of a type postulated by Herzberg (1968) in which deprivation results in dissatisfaction, but equilibrium and saturation, although being related to a higher level of satisfaction, do not result in either still higher or significantly lower levels of satisfaction. The end result would of course be a linear relationship. This is a speculation which requires further theoretical and research analysis.

The type of institution in which research on the "participation-other variable" relationship is conducted also needs to be addressed in that it would seem to be a significant determining factor of the relationship, and it would also allow one to look at the unique characteristics of each subpopulation in an endeavor to specify the effects of each mediating variable.

The second thing that is known about participation is that it is at least bidimensional. This is supported by several research studies, but by no means all. The fact that some researchers have found it difficult to differentiate the effect of the two dimensions suggests the need to refine the procedures for measuring what appear to be conceptually independent dimensions. It has also been suggested that participation may well be multidimensional, including other dimensions such as type of participative procedure (parliamentarian, democratic-centralist, consensus) which are independent of frequency and extent of involvement. These considerations indicate a need to address the following kinds of research questions:

1. Is participative decision making uni-, bi-, or multidimensional?
2. How should each dimension be defined--in general or in specific terms?

3. Do the procedures used in arriving at a collegial decision constitute a further dimension?
4. How does the time available for collegial decision making affect each of the dimensions?
5. Does training in participative decision-making procedures affect the decisional condition of the participants, the quality of the decision, and the level of job satisfaction?

The third aspect of participative decision making upon which most researchers have agreed is that a discrepancy measure of decisional involvement is better than a measure of actual involvement in that it explains more of the variance in the dependent variable (e.g., job satisfaction) and it recognizes that the desire to participate in the decision-making process is not equally distributed throughout the organization. There are, however, some related questions which need further research.

1. Is "desire" an indirect measure of "interest" and/or "expertise," as described by Bridges?
2. What is the most appropriate way to score responses in order to avoid cancellation effects in the determination of a respondent's decisional condition?

A fourth aspect of participative decision making which is apparent from the research in IGE schools is that teachers prefer collegial decision making on issues that are perceived by them to be important.

1. Do teachers in non-IGE schools feel the same way?
2. Do school administrators prefer collegial decision making on some, most, or all issues?

A fifth aspect of participative decision making about which little research has been done is that related to qualitatively different kinds of decisional issues. It would seem that teachers are well aware of which issues are important and relevant to them, and they indirectly agree that these issues may be broadly grouped as technical, managerial, and presumably institutional, in terms of the perceived relevance and importance of each issue to each functional level of the organization. However, the need exists to know:

1. Is there substantial agreement among teachers and administrators as to which issues are technical, managerial, or institutional?
2. Which issues fall within a teacher's zone of indifference?
3. Which issues are relevant and important to each subgroup of the school population--students, teachers, administrators, parents, and other members of the community?
4. Is the amount of participation in a given school a "fixed sum" amount which must be shared, or is participation an "inexhaustible well"?

It would be a relatively easy task to add to the list of research questions which have been generated from the little that is known about decisional participation, but an effort has been made to suggest only those which seem to be in most urgent need of an answer at this point in time. However, three final points must be made:

1. As indicated earlier, to assume that teachers and administrators have the necessary skills and attitudes which enable them to participate effectively in the shared decision-making process is untenable. It is most unlikely that untrained participants will either be effective or have a positive attitude to an administrative procedure which is potentially susceptible to many contingencies, and which, by its very nature, is extremely complex. Successful group operation is a matter of taking into account not only the characteristics of individuals but also the nature of the problem, time limitations, degree of freedom, morale, expectations, power fantasies, status, interest, expertise, prior experience, and training (Thelen, 1954, p. 130). In regard to training, both Kawleski (1977) and Watkins (1978) emphasized the need to develop the necessary skills for effective participation in the decision-making process through carefully planned and implemented staff development programs.

There is a distinct possibility that the perceived actual and desired levels of participation as well as the attitudes toward decisional involvement will be highly susceptible to training in addition to a host of other variables. It would therefore seem to be an aspect which is deserving of further attention by practitioners, theoreticians, and researchers because of its potentially powerful influence upon the perceived decisional condition of individuals in the field of education.

2. If one hopes to determine the various intricacies and subtleties of participation and its presumed benefits, then a whole array of research methods must be utilized. Methodologies employing questionnaires are useful in providing a general overview but they must be supplemented with ethnographic and, where appropriate, experimental research techniques.

3. Of paramount importance is the need to conduct research into the political and ethical nature of administration in general and participative decision making in particular. Holmquist (1976), for example, found that variables such as expertise, experience, informal influence, formal status, and access to information frequently rendered the actual decision-making process in schools more political than rational. There is little doubt that political activity at a micro or macro level is related to power and influence, both formal and informal, and to ignore the fact that teachers and educational administrators live and work in a thoroughly political environment is being unrealistic (Gregg, 1965). Miklos (1978) made an equally powerful case for what he referred to as "the neglected problem of ethics and values inherent in the exercise of authority and responsibility" (p. 1). He explored factors

in the personal and organizational relationships between administrators, staff, students, parents, and members of the community which require ethical judgments to be made, and he issued a call for research and training which would bring ethical concerns into the active domain of educational administration. Ethical and moral considerations are far more pervasive in the decision-making process than is reflected in our theory, research, practice, and training, and this needs to be remedied if a thorough understanding of the decision-making process is to be achieved.

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APPENDIX A

TELEPHONE SURVEY

TELEPHONE SURVEY

Name of School: ____________________ Telephone No.: __________

Address: __________________________ State: ______________

Person Contacted: _________________ Position: ______________

Communications:

1. Initial telephone contact on: __________________________
2. Cover letter and abstracts sent on: ____________________
3. Date set for school visit: _____________________________
4. Other contacts:

Name	Position	Date	Comments

5. Letter of thanks sent on: _____________________________
6. Comments: ____

Telephone Interview

Hello ____________________

Introduction: My name is Eric Speed and I am a Project Assistant in the Wisconsin Research and Development Center for Individualized Schooling at the University of Wisconsin-Madison. The R and D Center is currently engaged in a research and development project relating to individualized schooling in secondary schools.

Purpose: The purpose of my call is to ask whether you would be willing to participate in this study by allowing me to visit your school in order to ascertain, by means of a questionnaire the level of involvement of teachers in the decision-making processes of your school. Your school has been identified as one which may be selected in the final sample, provided both you and your staff agree.

Is it convenient for me to discuss this with you now?

If "No," schedule a convenient time. Date:________ Time:_____

If "Yes," continue.

Outline of Research: The purpose of this particular study is to determine the frequency and extent of involvement of secondary level teachers in a number of decisional issues which are perceived by the R & D Center as being of importance to any attempts to adjust the school program to suit the needs, interests and abilities of individual students.

In order to ascertain the level of participation by teachers in your school I will need to administer a 30-minute questionnaire to all teachers who have been in the school for more than one year, and who have no formal administrative position in the school.

It is anticipated that I will be visiting the selected sample of schools during February/March, 1979, but at a time which is convenient to them.

Importance: The study is of importance in that it not only provides the R & D Center with valuable information but also provides information to the principal of each school in regard to the perceptions of teachers in respect to their involvement in school decision making. The principal may find such information of value in developing effective administrative procedures within the school.

Although the information gathered in each school will be given back to that school, the anonymity of each respondent and each school will be preserved.

Question: Have you any questions about what I have said so far?

Answer(s) to questions asked.

Questions: May I now ask you some specific questions about your school?

1. What is your student enrollment in the school? ___________
2. How many full-time teachers are on your staff? ___________
3. What grades are in the school? ___________________________
4. What type of area do you serve? ___________________________
   (Rural, Suburban, Urban)

N.B. If any of the following questions marked * are answered negatively, then the telephone interview will be concluded at that point in a gracious and appreciative manner.

School Characteristics (* Essential criteria for selection)

* 1. Do you have a school council or administrative unit (e.g., IIC) which is representative of the total staff and which facilitates shared decision making in respect to schoolwide issues?

If "Yes,"

1.1 What is the composition of this council?

____

____

* 1.2 Does it meet on a regular basis? How often?

____

1.3 What kinds of issues of significance are discussed at these meetings?

____

____

____

* 2. Do you have your teachers and/or students organized into subject departments, instructional units or teams (e.g., I and A Units)?

____

If "Yes,"

* 2.1 Are these departments or units organized throughout the school?

____

2.2 What is the teacher and student composition of each department or unit?

____

____

2.3 Are the departments or units single grade or multiage?

____

* 2.4 Do the teachers in each of these departments or units meet on a regular basis? How often?

____

2.5 What kinds of significant issues are discussed at these meetings?

____

____

____

2.6 Are these departments or units organized by subject or are they interdisciplinary?

____

2.7 If interdisciplinary, do the teachers attempt to integrate the subjects for which they are responsible?

____

2.8 Do the teachers actually teach together as a team or separately?

____

2.9 Do the departments or units have sufficient flexibility to change the schedule for themselves and/or the students in their unit?

____

* 3. Is your school affiliated with or connected to leagues, networks or other support agencies (e.g., AIGE, Wisconsin R and D Center)?

(Describe) ______________________________

____

* 4. Would you be willing to cooperate in this research study?

____

If "Yes,"

Thank you. The final selection of schools will be made in the near future and I will contact you in order to advise you as to whether I will be visiting your school and to arrange a suitable time. Thank you very much for taking the time to answer my questions. Goodbye.

Researcher's Comments

____

____

____

____

____

APPENDIX B

DECISION PARTICIPATION ANALYSIS QUESTIONNAIRE

decision participation analysis

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN · MADISON · SCHOOL OF EDUCATION
1025 W. Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

Before responding to this questionnaire, please review the brief overview of Individually Guided Secondary Education.

Individually Guided Secondary Education

In schools which are implementing Individually Guided Secondary Education decision-making groups are formed with the primary purpose of giving the person who is responsible for carrying out the decision a significant role in the formation of that decision. Instruction and Advisory Units composed of students and a cooperative team of teachers are formed. Each team is responsible for carrying out instructional programming for individual students and for advising the students regarding educational and other matters. Instructional programming for the individual student has two facets: First, arranging a total educational program for the student each semester (or more often) which is suited to the student's educational needs and career interests; and second, arranging instruction within each course to meet each student's needs, abilities, and learning characteristics. Student attainment of instructional objectives is promoted through the development and/or selection and use of equipment, supplies, and materials that are cost effective in terms of student learning and teacher time and effort. Systematic evaluation of student learning, students' instructional programs, and the school's curricular programs is carried out in IGE/S schools. A program of home-school-community relations fosters communications between the school and the community. Students also participate in community learning activities and work experiences.

INSTRUCTION SHEET

Your willingness to cooperate in this research study is very much appreciated.

The purpose of this study is to determine the level of teacher participation in the decision-making process in secondary schools and to examine the relationship of the level of participation to teacher job satisfaction.

The entire instrument consists of THREE PARTS:

Part I: Personal Data

Part II: Decision Participation Analysis Questionnaire

Part III: Job Satisfaction Survey

The instrument should take approximately 30 minutes to complete.

Please
1. READ THE DIRECTIONS on each part of the instrument carefully.
2. ANSWER ALL QUESTIONS with the answer that is most appropriate to your situation.

All responses will remain confidential and you will not be identified by person, school, or school district.

THANK YOU FOR YOUR PARTICIPATION

PART I. Personal Data

Directions: See Answer Sheet.

PART II. Decision Participation Analysis Questionnaire

Directions: You are requested to answer SIX QUESTIONS about each of the 20 decisional issues listed below. The questions are on the answer sheets. You will need to refer to the 20 decisional issues listed below while you are answering the questions in Part II.

* Please place your responses on the Answer Sheets.

DECISIONAL ISSUES

01 Specifying the learning objectives for each unit of instruction. 01
02 Determining the administrative and organizational structure of your school. 02
03 Developing procedures for reporting student progress to parents. 03
04 Developing procedures for assessing student achievement in your subjects or courses. 04
05 Establishing disciplinary policies in your school. 05
06 Developing inservice programs for teachers in your school. 06
07 Assigning students to instructional groups within your classes or team. 07
08 Planning the student advisory program in your school. 08
09 Preparing the budget for your subject department or instructional team. 09
10 Resolving problems or issues in school-community relations. 10
11 Setting and revising the goals of your school. 11
12 Determining the procedures to be used for the evaluation of teachers. 12
13 Planning student record-keeping procedures and practices. 13
14 Selecting textbooks and other instructional materials. 14
15 Allocating materials and equipment to subject departments or teams. 15
16 Determining grading procedures for evaluating the progress of your students. 16
17 Selecting department chairpersons or team leaders. 17
18 Developing procedures for involving parents in planning the student's learning program. 18
19 Evaluating how well your subject department or team is operating. 19
20 Hiring a new faculty member to teach in your subject department or instructional team. 20

PART III. Job Satisfaction Survey

Directions: See Answer Sheet.

ANSWER SHEET

PART I: PERSONAL DATA

DIRECTIONS: You are requested to answer TEN QUESTIONS about yourself, most of which are in relation to your teaching career.

*Please circle (or insert) the appropriate response to each question.

01 What is your age?

__________ years

02 What is your sex?

1. Male 2. Female

03 How many years have you been teaching?

__________ years

04 How many years have you been teaching at your present school?

__________ years

05 Are you a team or unit leader?

1. Yes 2. No

06 Are you a departmental chairperson?

1. Yes 2. No

07 What grade(s) do you currently teach?

6 7 8 9

08 What is the main subject that you teach? (Circle only one response)

01 Business Educ.
02 English/Lang. Arts
03 Art
04 Foreign Lang.
05 Home Econ.
06 Indus. Arts/Agri.
07 Phy. Ed.
08 Math.
09 Music
10 Science
11 Soc. Studies
12 Spec. Ed.
13 Other ____________________

09 What is your highest educational qualification? (Circle only one response)

1. Teachers' Certificate
2. Bachelor's Degree
3. Master's Degree
4. Specialist Degree
5. Doctoral Degree

10 How active are you in professional or union associations? (Circle only one response)

1. Do not belong
2. Member only
3. Active member
4. Very active member

ANSWER SHEET

PART II: Decision Participation Analysis Questionnaire

*Please circle the most appropriate response to each question.

QUESTION 1: Which group CURRENTLY has the most say in the decision-making process regarding each decisional issue?

DECISIONAL ISSUES	Responses				
	Individual Teachers	Instructional Teams or Subject Depts.	Schoolwide Councils (IIC, Cabinets, etc.)	Building Administrators (Prin., etc.)	District Office or School Board
01	1	2	3	4	5
02	1	2	3	4	5
03	1	2	3	4	5
04	1	2	3	4	5
05	1	2	3	4	5
06	1	2	3	4	5
07	1	2	3	4	5
08	1	2	3	4	5
09	1	2	3	4	5
10	1	2	3	4	5
11	1	2	3	4	5
12	1	2	3	4	5
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5
16	1	2	3	4	5
17	1	2	3	4	5
18	1	2	3	4	5
19	1	2	3	4	5
20	1	2	3	4	5

QUESTION 2: Which group SHOULD have the most say in the decision-making process regarding each issue?

DECISIONAL ISSUES	Responses				
	Individual Teachers	Instructional Teams or Subject Depts.	Schoolwide Councils (IIC, Cabinets, etc.)	Building Administrators (Prin., etc.)	District Office or School Board
01	1	2	3	4	5
02	1	2	3	4	5
03	1	2	3	4	5
04	1	2	3	4	5
05	1	2	3	4	5
06	1	2	3	4	5
07	1	2	3	4	5
08	1	2	3	4	5
09	1	2	3	4	5
10	1	2	3	4	5
11	1	2	3	4	5
12	1	2	3	4	5
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5
16	1	2	3	4	5
17	1	2	3	4	5
18	1	2	3	4	5
19	1	2	3	4	5
20	1	2	3	4	5

ANSWER SHEET

PART II: Decision Participation Analysis Questionnaire

*Please circle the appropriate response to each question.

QUESTION 3: What is your ACTUAL FREQUENCY of participation in the decision-making process regarding each decisional issue?

DECISIONAL ISSUES	Responses: Never	Sometimes	Usually	Always
01	1	2	3	4
02	1	2	3	4
03	1	2	3	4
04	1	2	3	4
05	1	2	3	4
06	1	2	3	4
07	1	2	3	4
08	1	2	3	4
09	1	2	3	4
10	1	2	3	4
11	1	2	3	4
12	1	2	3	4
13	1	2	3	4
14	1	2	3	4
15	1	2	3	4
16	1	2	3	4
17	1	2	3	4
18	1	2	3	4
19	1	2	3	4
20	1	2	3	4

QUESTION 4: What is your DESIRED FREQUENCY of participation in the decision-making process regarding each decisional issue?

DECISIONAL ISSUES	Responses: Never	Sometimes	Usually	Always
01	1	2	3	4
02	1	2	3	4
03	1	2	3	4
04	1	2	3	4
05	1	2	3	4
06	1	2	3	4
07	1	2	3	4
08	1	2	3	4
09	1	2	3	4
10	1	2	3	4
11	1	2	3	4
12	1	2	3	4
13	1	2	3	4
14	1	2	3	4
15	1	2	3	4
16	1	2	3	4
17	1	2	3	4
18	1	2	3	4
19	1	2	3	4
20	1	2	3	4

ANSWER SHEET

PART II: Decision Participation Analysis Questionnaire

IMPORTANT: EXTENT of involvement may include providing information, developing possible alternatives, recommending an alternative, or making the decision. It does NOT include frequency of involvement.

*Please circle the appropriate response to each question.

QUESTION 5: What is your ACTUAL EXTENT of participation in the decision-making process regarding each decisional issue?

DECISIONAL ISSUES	No Involvement	Little Involvement	Some Involvement	Great Involvement
01	1	2	3	4
02	1	2	3	4
03	1	2	3	4
04	1	2	3	4
05	1	2	3	4
06	1	2	3	4
07	1	2	3	4
08	1	2	3	4
09	1	2	3	4
10	1	2	3	4
11	1	2	3	4
12	1	2	3	4
13	1	2	3	4
14	1	2	3	4
15	1	2	3	4
16	1	2	3	4
17	1	2	3	4
18	1	2	3	4
19	1	2	3	4
20	1	2	3	4

QUESTION 6: What is your DESIRED EXTENT of participation in the decision-making process regarding each decisional issue?

DECISIONAL ISSUES	No Involvement	Little Involvement	Some Involvement	Great Involvement
01	1	2	3	4
02	1	2	3	4
03	1	2	3	4
04	1	2	3	4
05	1	2	3	4
06	1	2	3	4
07	1	2	3	4
08	1	2	3	4
09	1	2	3	4
10	1	2	3	4
11	1	2	3	4
12	1	2	3	4
13	1	2	3	4
14	1	2	3	4
15	1	2	3	4
16	1	2	3	4
17	1	2	3	4
18	1	2	3	4
19	1	2	3	4
20	1	2	3	4

ANSWER SHEET

PART III. Job Satisfaction Survey

DIRECTIONS: You are requested to answer 27 questions regarding your satisfaction with your teaching vocation.

*Please circle the most appropriate response to each question.

	How satisfied are you with:	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
		Responses			
01	the amount of work done by other teachers in your school?	1	2	3	4
02	the number of students for whom you are responsible?	1	2	3	4
03	your opportunities for growth in your profession?	1	2	3	4
04	the amount of money you make?	1	2	3	4
05	the opportunities provided to discuss problems with building administrators?	1	2	3	4
06	the trust you have in your building administrators?	1	2	3	4
07	the general reputation of your school?	1	2	3	4
08	the quality of work of other teachers in your school?	1	2	3	4
09	the understanding of your school's program by parents and the community?	1	2	3	4
10	your future in your school district?	1	2	3	4
11	the extent to which you are able to meet your students' affective needs?	1	2	3	4
12	the extent to which the community recognizes and appreciates its educators?	1	2	3	4
13	the quality of your interactions with your students?	1	2	3	4
14	the opportunities that you have to develop your areas of special interest?	1	2	3	4
15	the physical facilities of your school?	1	2	3	4
16	the professional competence and leadership of your building administrators?	1	2	3	4
17	the number of courses for which you must prepare?	1	2	3	4
18	your awareness of what is "going on" in your school?	1	2	3	4
19	the salary schedule in your school district?	1	2	3	4
20	the arrangement of space and equipment in your school?	1	2	3	4
21	the extent to which you are able to meet your students' academic needs?	1	2	3	4
22	the availability of appropriate instructional materials and equipment?	1	2	3	4
23	the amount of work you are expected to do?	1	2	3	4
24	the fringe benefits in your school district?	1	2	3	4
25	the personal and social relationships you have with other teachers?	1	2	3	4
26	the community's involvement in your school's program?	1	2	3	4
27	the goals and objectives emphasized by your school?	1	2	3	4

END OF QUESTIONNAIRE. THANK YOU.

APPENDIX C

JOB SATISFACTION SURVEY: VERSION FOR VALIDATION

JOB SATISFACTION SURVEY

Directions: Please categorize the following sentences (which were used in a job satisfaction survey questionnaire) according to the dimension of job satisfaction which you think each is attempting to determine.

Dimensions:

1. Administration/Supervision--satisfaction with the administrators in your school.
2. Co-workers--satisfaction with your relationship with your colleagues.
3. Career future--satisfaction with your opportunities for advancement.
4. School identification--satisfaction with your school as a place to work.
5. Financial aspects--satisfaction with your pay and other benefits.
6. Work conditions--satisfaction with your physical work environment.
7. Amount of work--satisfaction with your work load.
8. Teacher-pupil relations--satisfaction with your relationship with pupils.
9. Community relations--satisfaction with school-community relations.

	How satisfied are you with:	Dimension Number
01	the goals emphasized by your school?	
02	the availability of appropriate instructional materials and equipment?	
03	the amount of preparation time provided for teachers in your school?	
04	the professional competence and leadership of your building administrators?	

	How satisfied are you with?	Dimension Number
05	the quality of work of other teachers in your school?	
06	the opportunities provided to discuss problems with building administrative personnel?	
07	your future in your school district?	
08	the total time that you spend with students?	
09	the community's involvement in your school's program?	
10	the amount of money you make?	
11	your opportunities for growth in your profession?	
12	the extent to which you are able to meet your students' affective needs?	
13	the ability of your building administrators to encourage people to work together?	
14	the trust you have in your building administrators?	
15	the opportunities that you have to influence school policy?	
16	the physical facilities of your school?	
17	the number of students for whom you are responsible?	
18	the understanding of your school's program by parents and the community?	
19	the salary schedule in your school district?	
20	the personal and social relationships you have with other teachers?	
21	the arrangement of space and equipment in your school?	
22	the amount of work done by other teachers in your school?	
23	the opportunities that you have to teach in your major areas of interest?	
24	the extent to which the community recognizes and appreciates its educators?	
25	your awareness of what is "going on" in your school?	
26	the quality of your interactions with your students?	

	How satisfied are you with?	Dimension Number
27	the fringe benefits in your school district?	
28	the amount of work you are expected to do?	
29	the extent to which you are able to meet your students' academic needs?	
30	the general reputation of your school?	

APPENDIX D

LETTER TO THE PRINCIPAL

**WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING**

UNIVERSITY OF WISCONSIN · MADISON · SCHOOL OF EDUCATION
1025 W Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

January , 1979

Dear

Thank you for your interest in my study of educational decision making which is sponsored by the Wisconsin Research and Development Center for Individualized Schooling. The purpose of this study is to determine the frequency and extent of involvement of teachers in decision making. The decisions relate to important aspects of the school's operation.

The study should provide us with a better understanding of the decision-making process. Since you will be given the results for your school, the information may be useful in improving your decision-making structures and procedures.

In keeping with standard research procedures, a summary of the information gathered in your school will be given back only to you. The anonymity of each respondent and each school is guaranteed in any reports of the study.

To ascertain the level of participation in decision making by your staff, I plan to administer a questionnaire to all teachers who have been in the school for more than one year and who do not hold administrative, counseling, or other non-teaching positions. Enclosed is a copy of the complete instrument for your review. Typically, the instrument can be completed in 30 to 45 minutes.

As agreed during our telephone conversation, I will be arriving at your school on ____________, February ___, 1979, at __________ a.m., at which time I would welcome the opportunity to visit with you prior to meeting with the teachers at _________ p.m.

It is important that I meet with all of the teacher respondents, if possible, since the questionnaire must be completed under standard conditions--at the same time and place.

If you have any questions regarding the research or my visit, please telephone me collect at (608)263-3099.

Again, I wish to thank you for your kind assistance with this important study. I look forward to visiting your school.

Cordially yours,

N. Eric Speed
Project Assistant

NES/eb

Enclosures

APPENDIX E

COMPUTER PROGRAM: FORMAT FOR ENTRY OF RAW DATA

COMPUTER PROGRAM

Format for Entry of Raw Data

	Card Column	Abbreviations	Descriptions
CARD #1	1-2	Sch	School idendification number
	3-6	Enrol	School enrollment
	7-8	Resp	Number of respondents
	9	Struc	Grades in the school
	10	Type	Type of school (Rural/Suburban/Urban)
	11-13	Tchr	Teacher identification
	14-15	Age	
	16	Sex	
	17-18	Exper	Years as a teacher
	19-20	Curr	Years as a teacher in present school
	21	Team	Team leader
	22	Chair	Departmental chairperson
	23-26	Grad 01 to Grad 04	Grades taught by each teacher
	27-28	Subj	Main subject area taught
	29	Qual	Educational qualification of teacher
	30	Assoc	Professional association involvement
	31-50	Invact	Actual involvement
	51-70	Invdes	Desired involvement
	80	Pch '1'	Card #1

	Card Column	Abbreviations	Descriptions
CARD #2	1-2	Sch	School identification number
	3-10	'Skip'	
	11-13	Tchr	Teacher identification
	14-33	Frqact	Actual frequency of involvement
	34-53	Frqdes	Desired frequency of involvement
	80	Pch '2'	Card #2
CARD #3	1-2	Sch	School identification number
	3-10	'Skip'	
	11-13	Tchr	Teacher identification
	14-33	Extact	Actual extent of involvement
	34-53	Extdes	Desired extent of involvement
	80	Pch '3'	Card #3
CARD #4	1-2	Sch	School identification number
	3-10	'Skip'	
	11-13	Tchr	Teacher identification
	14-40	Jobsat	Job satisfaction
	80	Pch '4'	Card #4

APPENDIX F

INFORMED CONSENT FORM

Research Study

STUDIES OF ADMINISTRATION AND ORGANIZATION FOR INSTRUCTION:

ORGANIZATION OF THE SCHOOL FOR INDIVIDUALIZED INSTRUCTION

Informed Consent Form

The research study in which you are participating is designed to ascertain the nature of shared decision making in the middle and junior high schools. The purpose of the study is to utilize organizational theory to refine and improve the structure of the school. In conducting the study, the researcher will administer questionnaires designed to gather information which is relevant to the development of administrative and organizational arrangements in schools which are attempting to individualize schooling.

The anonymity of all participants is guaranteed and no individual, school, or school district will be identified in any reports of the research. It is expected that the results of this research will have both theoretical and practical value to the field of education and to the public at large.

The University of Wisconsin-Madison has formally assured the United States Department of Health, Education, and Welfare (DHEW) that it will assure the protection of any human being exposed to risk in any project or program that DHEW or any of its agencies has been requested to support. A copy of this assurance will be made available to you upon request.

There are no known discomforts or risks associated with any of the procedures in which you will participate and such procedures are in conformity with accepted professional practice.

Any questions you may have concerning the procedures to be utilized in this study will be answered. You are free to withdraw your consent and to discontinue participation in this study at any time.

Please sign below to indicate your consent to participate in the study.

_______________________________ Name

_______________________________ Date

Center Planning and Policy Committee

Richard A. Rossmiller
Wayne Otto
Center Co-Directors

Dale D. Johnson
Area Chairperson
Studies in Language:
Reading and Communication

Marvin J. Fruth
Area Chairperson
Studies in Implementation
of Individualized Schooling

Penelope L. Peterson
Area Chairperson
Studies of Instructional Programming
for the Individual Student

James M. Lipham
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Studies of Administration and
Organization for Instruction

Thomas A. Romberg
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Peter A. Schreiber
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